

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

APPLICATION FOR NEW GRANTS UNDER THE TEACHER INCENTIVE FUND PROGRAM

CFDA # 84.385A

PR/Award # S385A100090

OMB No. 1810-0700, Expiration Date: 11/30/2010

Closing Date: JUL 06, 2010

****Table of Contents****

Forms

1. Application for Federal Assistance (SF-424)	e1
2. Standard Budget Sheet (ED 524)	e5
3. SF-424B - Assurances Non-Construction Programs	e7
4. Disclosure of Lobbying Activities	e9
5. ED 80-0013 Certification	e10
6. 427 GEPA	e11
427 GEPA Statement	e13
7. Dept of Education Supplemental Information for SF-424	e14
Local Evaluation	e16

Narratives

1. Project Narrative - (Project Abstract...)	e21
Project Abstract	e22
2. Project Narrative - (Application Narrative...)	e23
Project Narrative	e24
3. Project Narrative - (High-Need Schools Documentation...)	e100
High-Need Schools Documentation	e101
4. Project Narrative - (Union, Teacher, Principal Commitment Letters or.....)	e102
Letters	e103
5. Project Narrative - (Other Attachments...)	e124
Other Attachments	e125
6. Budget Narrative - (Budget Narrative...)	e160
Budget Narrative	e161

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission	* 2. Type of Application: * If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
7/3/2010	



5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	NA

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: National Institute for Excellence in Teaching

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
	

d. Address:

* Street1:	1250 Fourth Street
Street2:	
* City:	Santa Monica
County:	
State:	CA
Province:	
* Country:	USA
* Zip / Postal Code:	90401

e. Organizational Unit:

Department Name:	Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	* First Name:	Gary
Middle Name:		

* Last Name: Stark

Suffix:

Title: President and CEO

Organizational Affiliation:

National Institute for Excellence in Teaching

* Telephone
Number:

Fax Number:

* Email:

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-052110-001

Title:

Office of Elementary and Secondary Education: Teacher Incentive Fund ARRA CFDA 84.385

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

*** 15. Descriptive Title of Applicant's Project:**

Knox County Schools TAP Teacher Incentive Fund Grant

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: CA-30

* b. Program/Project: TN-2

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 10/1/2015

18. Estimated Funding (\$):

a. Federal	\$ [REDACTED]
b. Applicant	\$ 0
c. State	\$
d. Local	\$
e. Other	\$
f. Program	\$
Income	
g. TOTAL	\$ [REDACTED]

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .

☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

☐ Yes ☒ No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name: Gary

Middle Name:

* Last Name: Stark

Suffix:

Title: President and CEO

* Telephone Number: [REDACTED] Fax Number:

* Email: [REDACTED]

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
National Institute for Excellenc...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED] 3
2. Fringe Benefits	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]
3. Travel	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 2 [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED] 0
9. Total Direct Costs (lines 1-8)	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]
10. Indirect Costs*	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

[REDACTED] [X] [] []
[REDACTED]
[REDACTED]
[REDACTED] [X] [] [REDACTED]
[REDACTED]
[] [REDACTED] [] [REDACTED]
[REDACTED] s 0%

**U.S. DEPARTMENT OF EDUCATION****BUDGET INFORMATION****NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
National Institute for Excellenc...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY**NON-FEDERAL FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ █	\$ █	\$ █	\$ █	\$ █	\$ █
2. Fringe Benefits	\$ █	\$ █	\$ █	\$ █	\$ █	\$ █
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ █	\$ █	\$ █	\$ █	\$ █	\$ █
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ █	\$ █	\$ █	\$ █	\$ █	\$ █

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. "794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:
Name of Authorized Certifying Representative: Gary Stark
Title: President and CEO
Date Submitted: 06/24/2010

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable:	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Gary Stark Title: President and CEO Applicant: National Institute for Excellence in Teaching Date: 06/24/2010	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

National Institute for Excellence in Teaching

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: First Name: Gary Middle Name:

Last Name: Stark Suffix:

Title: President and CEO

Signature:

Date:

06/25/2010

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : 427 GEPA Statement

File : \\Tap1\public\sshoff\Grants\i3\Supplementary Materials\427 GEPA Statement.doc

427 GEPA Statement

The National Institute for Excellence in Teaching (NIET) is strongly committed to ensuring access to all components of the TAP system for all participants. Accommodations are made for those with specific needs. NIET and its staff maintain regular communication with all TAP participants through established school-wide methods. NIET's core trainings make accommodations for participants with specific needs, and the trainings are available in multiple formats: face-to-face, audio, and soon, online.

Barrier- Teachers with physical disabilities may not be able to travel to the required training opportunities.

Solution- NIET has built into the budget the expansion of our web-based comprehensive training portal that will allow access to all trainings without travel.



Quality of Local Evaluation

This project will be evaluated by a third-party professional evaluator with the capacity for working with both qualitative and quantitative data. The purpose of the evaluation will be twofold: first, to provide feedback for continuous improvement in the implementation and operation of TAP in the project schools; and second, to provide an analysis of the evidence that the project is achieving its objectives and goals. The evaluator will assess progress toward and accomplishment of all of the outcome measures identified in this proposal, as described below. In addition, the evaluator will study the implementation of TAP in the project schools during the length of the grant, including differences in fidelity to the TAP model between schools. The evaluator will also examine the intermediate attitudinal and behavioral outcomes among teachers and principals that are expected to lead to changes in student outcomes as a result of the project.

Includes the Use of Strong and Measurable Performance Objectives

The evaluation will collect and analyze the following measures of performance related to the goals of the project.

For Goal 1 (increase the percent of effective teachers through incentives, career advancement, evaluation and professional development), the objectives and measures are:

1. *Increase the percent of effective teachers as defined within this proposal.* The evaluator will

measure teacher effectiveness using the same three indicators on which incentives are based:

Skills, Knowledge and Responsibilities (SKR) scores, value-added measures of student growth at the classroom level and value-added measures of student growth at the school level. The evaluator will have access to specific SKR data for each classroom observation occasion and each dimension of instruction, *i.e.*, the data underlying the overall SKR score for each teacher.

The evaluator will also utilize the underlying value-added scores on each subject and not just the

composite 1-5 score on which incentives are based. Using the underlying SKR and value-added scores will enable the evaluator to conduct nuanced and statistically powerful analyses of teacher performance on multiple dimensions.

In addition to measuring the percent of effective teachers, the evaluator will investigate relationships between incentives, professional development and teacher performance. The evaluator will collect and analyze data on the attitudes of teachers toward incentives and other elements of the project, and on the quality of professional development and its relationship to changes in instruction.

2. Increase the percent of effective teachers retained each year. The evaluator will calculate retention rates using administrative data on staff changes, including exit interview data, and will assess the effectiveness of retained teachers using the data described above for objective 1. This analysis will match retention data with performance data from CODE to examine differences in retention between lower- and higher-performing teachers.

3. Increase the recruitment of teachers who are effective or likely to be effective. The evaluator will assess the performance of newly hired teachers at the end of their first year using the data described above, and will analyze their on-the-job performance in the context of their professional qualifications and experience prior to hiring. The evaluator will examine qualification data on applicants as well as hired teachers to assess the quality of the applicant pool attracted by the schools in the project. The evaluator will also use survey and interview data to examine the perceptions of both principals and newly hired teachers regarding the effect of TAP on recruitment quality.

For Goal 2 (increase the percent of effective principals through incentives, evaluation and professional development), the objectives and measures are:

1. *Increase the percent of effective principals as defined within this proposal.* To measure the effectiveness of principals, the evaluator will make use of the 360-degree assessment data described in this proposal, the TLT Observation Rubric scores and school-wide value-added student growth outcomes. The evaluator will examine the relationships between TAP elements, principal leadership and school performance using survey, interview and other qualitative data.

2. *Increase the percent of effective principals retained each year.* Given the moderate number of schools involved in the project, the evaluator will be able to analyze principal retention and turnover on a case-by-case, year-to-year basis in the context of the effectiveness data described above. Using survey, interview and other qualitative data, the evaluator will analyze the relationships between TAP elements, performance and principal retention.

For Goal 3 (improve student achievement), the objectives and measures are:

1. *Achieve a year or more of student growth at the school level as defined within this proposal.*

The evaluator will analyze school-level value-added indicators of student achievement gains on standardized assessments as provided by the Tennessee Value-Added Assessment System (TVAAS). In addition to reporting school progress on this goal, the evaluator will use underlying growth scores for each subject, grade and student subgroup to provide nuanced feedback on the differentiated impact of TAP as well as relationships between impact and implementation measures.

2. *Demonstrate progress on state measures of student achievement.* The evaluator will examine annual state accountability measures for each school in the project. In addition to measuring overall school progress, the evaluator will use state achievement data disaggregated by subject, grade and student subgroup to complement the value-added analysis of student growth and its relationship to TAP implementation. Data on changes in the percent of students in each

proficiency band will also enable an analysis of how TAP affects students at different achievement levels within these schools.

Will Produce Evaluation Data that are Quantitative and Qualitative

The evaluation will provide both quantitative and qualitative data in the following categories:

(a) Student achievement and state accountability data (including disaggregated scores) will be provided by KCS. Value-added data (including underlying scores and standard errors) will be provided by TVAAS. (b) Teacher and principal evaluation results will come from the CODE data system used by TAP schools, including the detail for each classroom observation and principal performance survey. (c) The evaluator will obtain administrative data regarding teacher and principal recruitment and retention, including exit interview data, from KCS and participating schools. (d) Survey data on teacher and principal attitudes and perceptions will result from the annual TAP web survey conducted by NIET nationally. This survey focuses on attitudes toward the specific elements of TAP and perceptions of the quality of TAP implementation on multiple dimensions. Additional local surveys will be conducted by the evaluator to address questions specific to this project. (e) Interviews and focus groups of TAP teachers and principals will complement and expand upon survey data about attitudes and perceptions. The evaluator will analyze data from these activities using grounded theory methods to identify themes that characterize TAP implementation in these schools. The evaluator will be able to triangulate among multiple perspectives on the process of change within schools. (f) The evaluator will conduct on-site observations of classrooms and cluster group meetings. These observations will provide data on the quality of instruction and the quality of the professional development process, as indicators of the intermediate changes required to impact student outcomes. (g) The evaluator will have access to samples of student work, cluster group records,

leadership team records, teacher individual growth plans and other artifacts of the process of change in the schools. (h) NIET will provide annual School Review data to the evaluator. These scores measure the quality and consistency of TAP implementation in a school. These ratings are conducted by experienced TAP staff from outside of the school, using quantitative and qualitative rubrics.

Includes Adequate Evaluation Procedures for Ensuring Feedback and Improvement

The evaluation will be "utilization focused" (Patton, 2002), meaning that the evaluator will provide feedback in order to make the project more successful, sustainable and replicable. The evaluation will include regular communications between the evaluator, NIET and KCS. An NIET staff member and a KCS staff member will be designated as contact persons for communications with the evaluator. The evaluator and NIET and KCS representatives will hold update meetings or conference calls at least quarterly to review plans, progress and preliminary data. The evaluator will provide an annual report to NIET and KCS presenting and analyzing key data regarding project implementation, progress toward objectives and intermediate outcomes if applicable. The evaluator will provide an initial draft of this report in early fall of the school year following the year covered by the report, in order to support improvements in the operation of the project. When value-added achievement data become available, typically later in the year, the annual report will be updated to reflect such data. At the conclusion of the grant period, the evaluator will assess the overall accomplishment of goals. The evaluator will also provide an analysis of lessons learned for the sustainability of TAP in these schools as well as for the possible expansion of TAP within KCS and the future implementation of TAP at other sites.

Project Narrative

Project Abstract

Attachment 1:

Title: **Project Abstract** Pages: **1** Uploaded File: **Project Abstract.pdf**

Project Abstract:
Knox County Schools TAP Teacher Incentive Fund Grant

The National Institute for Excellence in Teaching (NIET), a nonprofit organization, proposes to partner with Knox County Schools (KCS), a local education agency (LEA) with a high-need student population in Knoxville, Tennessee, for a grant under the **Main Teacher Incentive Fund (TIF) Competition**.

KCS will implement TAP™: The System for Teacher and Student Advancement (TAP), a comprehensive teacher and principal effectiveness reform model that includes a performance-based compensation component that will reward differentiated compensation to effective teachers and principals in 13 of KCS's high-need schools. Therefore, this project will make a performance-based compensation system (PBCS) available to educators in KCS, an eligible LEA that does not currently make a TIF-supported PBCS available. Under this TIF grant proposal, NIET requests [REDACTED] from the U.S. Department of Education for a five-year grant that will maintain TAP in KCS schools for the duration of the project period.

Through the implementation of the TAP system, KCS will achieve the following goals in KCS's high-need schools: (1) Increase the percent of effective teachers through incentives, career advancement, evaluation and professional development; (2) Increase the percent of effective principals through incentives, evaluation and professional development; and (3) Improve student achievement.

Project Narrative

Application Narrative

Attachment 1:

Title: **Project Narrative** Pages: **76** Uploaded File: **Project Narrative.pdf**

Project Narrative Table of Contents

Knox County Schools TAP Teacher Incentive Fund Grant.....	2
Fulfilling the Requirements of TIF	2
Selection Criterion A: Need for the Project.....	3
A1(i): KCS’s High-Need Schools Have Difficulty Recruiting Effective Teachers.....	5
A1(ii): KCS’s High-Need Schools Have Difficulty Retaining Effective Teachers & Principals	6
A(2): KCS’s High-Need Schools Have Lower Student Achievement than Comparable Schools.....	8
A(3): Definition of Comparable School.....	10
Selection Criterion B: Project Design	11
B(1): TAP is Part of the Proposed District and Statewide Strategy for Rewarding Effective Teachers and Principals in High-Need Schools in KCS	13
B1(i): Methodology to Determine Teacher and Principal Effectiveness in KCS	20
B1(ii): Performance Awards are of Sufficient Size to Affect Teacher and Principal Behavior	28
B1(iii): How Teachers and Principals Are Determined “Effective”	34
B(2): PBCS Has the Involvement and Support of Teachers, Principals and Unions	36
B(3): PBCS Includes Rigorous, Transparent & Fair Teacher & Principal Evaluation Systems.....	43
B(4): PBCS Includes a Data-Management System.....	45
B(5): PBCS Incorporates High-Quality Professional Development Activities	47
Selection Criterion C: Adequacy of Support for the Proposed Project	53
C(1): The Management Plan	54
C(2): Qualifications and Responsibilities of the Project Director and Key Personnel	59
C(3): Funds to Support the Proposed Project.....	65
C(4): Requested Grant Amount and Project Costs Are Sufficient and Reasonable.....	67
Selection Criterion D: Quality of Local Evaluation.....	68
D(1): Includes the Use of Strong and Measurable Performance Objectives.....	69
D(2): Will Produce Evaluation Data that are Quantitative and Qualitative	71
D(3): Includes Adequate Evaluation Procedures for Ensuring Feedback and Improvement.....	73
Bibliography	74

Knox County Schools TAP Teacher Incentive Fund Grant

The National Institute for Excellence in Teaching (NIET), a nonprofit organization, proposes to partner with Knox County Schools (KCS), a local education agency (LEA) with a high-need student population in Knoxville, Tennessee, for a grant under the **Main Teacher Incentive Fund (TIF) Competition** [Selection of Competition Requirement]. The intent of this project is to increase the effectiveness of teachers and principals in KCS's high-need schools and their students' achievement growth.

To achieve these goals, KCS will implement TAP™: The System for Teacher and Student Advancement (TAP), a comprehensive teacher and principal effectiveness reform model that includes a performance-based compensation component that will reward differentiated compensation to effective teachers and principals in 13 of KCS's high-need schools. Therefore, this project will make a performance-based compensation system (PBCS) available to educators in KCS, an eligible LEA that does not currently make a TIF-supported PBCS available [Additional Eligibility Requirement]. Under this TIF grant proposal, NIET requests [REDACTED] from the U.S. Department of Education (ED) for a five-year grant that will maintain TAP in KCS schools for the duration of the project period [Additional Eligibility Requirement].

Fulfilling the Requirements of TIF

The following chart demonstrates that this grant proposal fulfills all of the TIF grant requirements (i.e., Eligibility, Absolute Priorities, Competitive Preference Priorities, Core Elements and Requirements). Note that this proposal *addresses all Competitive Preference Priorities: 4, 5 and 6*. The chart lists the page number(s) in the project narrative on which response(s) to the requirements are addressed. Where a particular sentence or paragraph addresses a requirement as well as a selection criterion, we indicate this *in text* with an

abbreviation as shown in the chart below in brackets. Where an entire section fulfills both requirements and selection criteria, we have indicated at the *start* of the section that we will address both (see page 28 for an example). **For the purposes of this grant, “principal” refers to both principals and assistant principals unless otherwise noted.**

Eligibility Requirement	Page Number(s)
High-need schools’ free or reduced-price lunch status [HN]	–High-Need Schools Documentation” attachment; page 4
Absolute Priorities [AP]	
AP 1	12-14; 20-35; 43-45
AP 2	65-68
AP 3	13-15; 27; 36; 48; 52
Competitive Preference Priorities [CPP]	
CPP 4	20-22; 24; 28-30; 33-35; 48-49; 52
CPP 5	6; 15-19
CPP 6	64-65
Main TIF Competition Requirements	
Selection of Competition [SC]	2
Application Requirement [AR]	13; 16; 18; 29; 32; 47; 50; 53
Core Elements of a PBCS and a Potential Planning Period [PPP]	19; 25-26; 56
Core Elements [CE]	
CE A	40-43
CE B	36-40
CE C	14; 19; 20-27; 43-46; 56
CE D	23; 45-47
CE E	14; 26; 47-52
Planning Period Requirements [PPR]	19; 56
Professional Development [PD]	47-53
High-Need Schools Documentation [HN]	* See HN above
Additional Eligibility Requirement [AER]	2; 53

Selection Criterion A: Need for the Project

NIET’s partner LEA in this grant, Knox County Schools (KCS) in Knoxville, Tennessee, serves roughly 55,000 students in 87 schools with nearly 4,000 teachers. KCS serves high-need student populations as defined by students living in poverty and attending high minority schools.

The 13 schools in this project were selected because they are among the neediest in the district. They have some of the highest percentages of students eligible for free or reduced-price lunch (FRPL) in the district and have significant student achievement challenges. All 13 schools are considered high-need schools as defined by this grant as schools with 50% or more eligibility for FRPL subsidies as demonstrated by the chart in the attached ~~High-Need Schools~~ Documentation” [HN]. Significantly, seven of the 13 schools have FRPL above 80%. The average FRPL of the schools in this grant is 75%, well above the district-wide average of 44% and state-wide average of 58%.

Minority students are disproportionately represented in these high poverty schools. For example, Austin-East High has a population of over 90% minority students, while both Sarah Moore Greene Elementary and Vine Middle have 87% and 85% respectively. The average minority population for all schools in this grant is 40%, higher than the 21% district average.

In addition to having lower student achievement than comparable schools in other districts as will be shown in A(2), the students in this project achieve at lower levels than the KCS district average. For the 2009-10 school year, 18% of the students in proposal schools were below proficient in Math, as compared to a 9% district average. At Austin-East High, 38% of students were below proficient in Math. In English Language Arts (ELA), 15% of the students in proposal schools were below proficient, compared to 9% of district students.

The high schools included in this grant are considered ~~High-Priority~~¹ schools for the 2009-10 school year according to Tennessee state law. One of the high schools, Austin East High, is under ~~State/LEA Reconstitution Plan~~” status, the lowest performance level in

¹ A ~~High-Priority~~” school is one that has missed the same federal benchmark for more than one consecutive year.

Tennessee, meaning that it has not met Adequate Yearly Progress (AYP) for seven consecutive years. The other three high schools (Carter High School, Central High School and South Doyle High School) are under “Corrective Action,” indicating that they have not met AYP for four years in a row. The high schools in this grant also have low graduation rates compared to the 81.4% district and 83.2% state averages. In 2008-09, Central High had a 70.8% graduation rate while South Doyle, Carter High and Austin East had 71.3%, 74.4% and 74.9% respectively. Due to the poor student achievement and low graduation rates at these high schools, KCS Superintendent Dr. James McIntyre has made improving the achievement of KCS high schools a priority and consequently KCS high schools are an emphasis of this grant.

A1(i): KCS’s High-Need Schools Have Difficulty Recruiting Effective Teachers

The high-need schools in this project have difficulty recruiting effective teachers, especially in hard-to-staff subjects. KCS loses many of the most effective teachers due to the higher salaries offered by surrounding districts such as Sevier County Schools, Alcoa City Schools and Oak Ridge City Schools. As shown in the following table, neighboring districts are able to offer up to \$13,102 more in annual salary, making it extremely difficult for KCS to attract effective candidates (Tennessee Education Association Research, 2009). Consequently, KCS has to resort to hiring from a pool of lower quality applicants, especially in hard-to-staff positions.

Salary Discrepancies between KCS and Neighboring Districts

District	Average Classroom Teacher Salary (Based on 2009 State Averages)	Potential Pay in Neighboring Districts Above KCS
Knox County Schools	████████	-
Sevier County Schools	████████	████████
Alcoa City Schools	\$████████	████████
Oak Ridge City Schools	\$████████	████████

The state of Tennessee identifies the following subjects as hard-to-staff for the 2010-11 school year: Math (grades 7-12); Science (7-12); and Special Education (K-12) (U.S. Department of Education, 2010). KCS's hard-to-staff subjects are the same as the state. For the upcoming school year, there are new Tennessee state standards that require all high school students to take either Chemistry or Physics. This policy will cause KCS to have even greater challenges staffing these subjects with qualified, experienced teachers as very few teachers are licensed to teach these subjects. In both elementary and secondary schools, KCS also has trouble finding certified Special Education teachers. In KCS, special education teachers co-teach, causing the district to need twice as many or two teachers for each position. The Human Resources Supervisor has projected that KCS will need to hire 68 new teachers for the next school year in order to fill the vacancies in the hard-to-staff subjects for the high-need schools in this project [CPP 5].

Recruitment is worse in the secondary schools in this grant because they are all under some form of corrective action, causing highly qualified teachers in hard-to-staff subject areas to choose to work in other KCS schools. Therefore, we selected many of the "High-Priority" secondary schools for this grant as they face even greater recruitment challenges [CPP 5].

A1(ii): KCS's High-Need Schools Have Difficulty Retaining Effective Teachers & Principals

The high-need schools in this proposal also have difficulty retaining effective teachers and principals. Research shows the most effective, experienced teachers go to more affluent districts (Clotfelter et al., 2007) and higher achieving schools (Boyd et al., 2005). This trend is certainly true for KCS as the most effective teachers transfer within district to the less challenging schools or leave KCS for other districts.

According to the principal of Central High, the school had *41% teacher turnover* at the end of the past school year. For the 2008-09 school year, six of the proposal schools had higher

turnover rates than the district average of 11%. East Knox Elementary and Vine Middle had turnover rates *as high as 23% and 21%*, respectively. Additionally, in the majority of schools in this project, turnover has worsened from the 2007-08 school year to the 2008-09 school year. For example, in Whittle Springs Middle the turnover increased by eight percentage points.

What this retention data does not reveal is the quality of teachers who remain in the district compared to those who leave. According to district officials, teachers who leave tend to be the most effective teachers because they have the ability to get jobs in neighboring districts with opportunities for greater compensation as described previously. Effective teachers also transfer to the less high-need schools in the district without the extra duties, time and lesson difficulties that are daily business for corrective action schools. Again, this problem is most pronounced in KCS's secondary schools and hard-to-staff subjects.

The geographic location of some of the schools in this grant also present retention challenges. According to district officials, the urban schools in this project have difficulty retaining effective teachers since few teachers live in urban areas and often leave to teach in the community they live. This kind of movement often leaves urban schools with the least experienced teachers. Additionally, some of the schools in this grant are in sparsely populated areas and inconveniently located. The principal of East Knox Elementary reports that it is difficult to retain and recruit staff to the school because of the added time and expense of the extensive travel required. Most teachers leave after two years for jobs closer to their homes. Consequently, the difficulty in both recruitment and retention results in a dearth of teaching talent within the selected high-need schools in KCS.

For similar reasons, KCS has trouble retaining effective principals. Studies have shown that schools with more low-income, at-risk students and ineffective teachers have a more

difficult time recruiting and retaining principals (Papa Jr., 2007). In addition, the principals at these high-need schools tend to be less effective, less experienced and have graduated from less selective colleges (Horng, E., Kalogrides, D. & Loeb, S., 2009). Schools in this grant are consistent with those findings. In the 2009-10 school year, *eight of the schools had principals who were either in their first or second year at the school*. This demonstrates the high turnover and inexperience of principals in these high-need schools.

A(2): KCS’s High-Need Schools Have Lower Student Achievement than Comparable Schools

The schools in the proposed project are lower achieving on state tests compared to schools with similar characteristics in other LEAs in Tennessee. The proposed KCS schools perform worse than or just as poorly on nearly every grade level and subject state assessment as the comparison schools in Montgomery and Hamilton County Schools (see A(3) for a definition of “comparable” school). This trend was particularly severe among economically disadvantaged students in this grant who underperformed counterparts in Math and ELA in nearly every case.

The following table displays student achievement data from the 2008-09 school year, which is the most recently available data for the comparison schools. Cells with bolded text and shaded dark gray indicate the KCS school had worse performance than the comparison school and cells shaded light gray indicate equal performance to the comparison school (see “Other Attachments” for a more detailed table with test results from the KCS schools and the comparisons schools). The following table also shows that the students in this grant perform lower than the state and district in nearly all categories. Further, in a study published by the U.S. Department of Education, Tennessee’s proficiency standards are among the lowest in the nation compared to National Assessment of Educational Progress (NAEP) proficiency standards. For example, in 8th grade reading, Tennessee ranked last in terms of rigor among all states studied

(Bandeira de Mello, 2009). This magnifies the low achievement of the students in this project as they are underperforming in a state with low standards.

Student Achievement Data on State Assessment from 2008-09 School Year²

School	% Below prof. ELA - All	% Below prof. Math - All	% Below prof. ELA - FRPL	% Below prof. Math - FRPL	% Below prof. E/LA - White	% Below prof. Math - White	% Below prof. ELA - Black	% Below prof. Math - Black	% Below prof. E/LA – Hisp- anic	% Below prof. Math – Hisp- anic
East Knox Elem.	17%	14%	24%	21%	17%	12%	23%	30%	*	*
Sarah Moore Greene Elem.	29%	32%	31%	34%	22%	33%	31%	31%	*	*
Belle Morris Elem.	22%	17%	24%	19%	19%	12%	29%	28%	*	*
Dogwood Elem.	16%	11%	18%	12%	14%	9%	15%	17%	50%	0%
Spring Hill Elem.	19%	21%	21%	25%	18%	15%	19%	29%	*	*
Carter Middle	9%	14%	11%	18%	8%	12%	12%	21%	*	*
Vine Middle	18%	21%	18%	22%	11%	13%	19%	23%	*	*
Whittle Springs Middle	13%	14%	14%	17%	14%	14%	12%	14%	12%	8%
South Doyle Middle	8%	13%	12%	20%	8%	13%	12%	17%	5%	8%
Austin-East High	10%	24%	10%	24%	10%	12%	11%	25%	*	*
Carter High	10%	21%	15%	26%	9%	21%	16%	20%	*	*
Central High	8%	17%	11%	24%	5%	12%	11%	29%	30%	28%
South Doyle High	9%	18%	13%	22%	9%	16%	8%	36%	*	*
District	9%	9%	16%	17%	7%	7%	17%	20%	16%	13%
State	8%	9%	12%	14%	6%	6%	13%	16%	15%	11%

² Cells containing the symbol * indicates there were too few students tested to report the data.

A(3): Definition of Comparable School

For this grant, NIET defined comparison schools in other Tennessee LEAs as those that were closely matched to the proposed grant sites on key characteristics including: the size of the student population, grade levels and poverty levels. Additionally, the percent minority students and the National Center for Education Statistics's (NCES) urbancentric locale designation were included in the selection criteria for comparable sites in consideration of the importance of student demographics and the geographic location in defining each school's context. To ensure that comparison schools were closely matched, NIET only selected schools that were close school level matches on two or more of the above characteristics. Using this definition of comparable schools, the KCS schools in this grant were matched to schools in Hamilton County Schools and Montgomery County Schools. The following table displays the characteristics and demographics of KCS project schools and comparison schools. Comparison schools are listed immediately after their KCS match.

Characteristics and Demographics of KCS Schools and Comparison Schools for 2008-2009

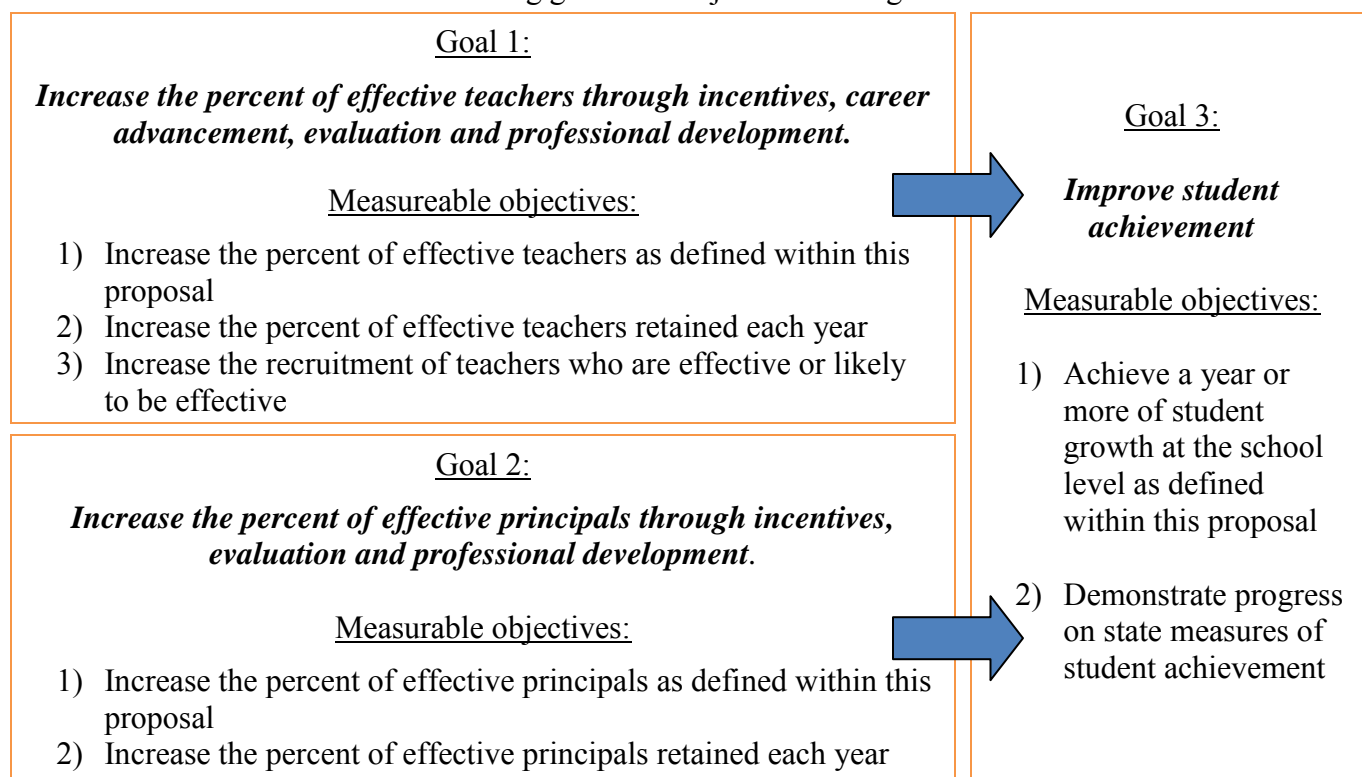
District	School	Grade levels	Student enrollment	% Poverty	% Minority
Knox County Schools	East Knox Elem.	PK-5	524	66.8%	11.0%
Montgomery County	Cumberland Heights Elem.	PK-5	683	60.3%	11.3%
Knox County Schools	Sarah Moore Greene Elem.	PK-5	590	95.0%	87.7%
Hamilton County	Clifton Hills Elem.	PK-5	453	> 95%	82.7%
Knox County Schools	Belle Morris Elem.	K-5	407	84.7%	35.7%
Hamilton County	Wolftever Creek Elem.	K-5	415	82.0%	42.7%
Knox County Schools	Dogwood Elem.	K-5	646	86.3%	31.1%
Hamilton County	Red Bank Elem.	K-5	620	86.3%	31.7%
Knox County Schools	Spring Hill Elem.	K-5	481	85.3%	48.0%
Montgomery County	Norman Smith Elem.	K-5	461	79.1%	45.1%
Knox County Schools	Carter Middle	6-8	745	57.1%	17.6%
Montgomery County	Montgomery Central Middle	6-8	662	51.8%	14.3%

Knox County Schools	Vine Middle	6-8	371	89.1%	85.0%
Hamilton County	Tyner Middle	6-8	354	84.5%	89.0%
Knox County Schools	Whittle Springs Middle	6-8	533	86.2%	38.1%
Hamilton County	Red Bank Middle	6-8	594	77.0%	34.8%
Knox County Schools	South Doyle Middle	6-8	975	66.4%	20.4%
Montgomery County	Kenwood Middle	6-8	848	66.1%	58.5%
Knox County Schools	Austin-East High	9-12	692	93.2%	90.4%
Hamilton County	Brainerd High	9-12	760	91.2%	97.6%
Knox County Schools	Carter High	9-12	954	51.3%	11.8%
Hamilton County	Central High	9-12	968	48.3%	39.2%
Knox County Schools	Central High	9-12	1,157	53.2%	27.9%
Montgomery County	Kenwood High	9-12	1,143	55.2%	59.6%
Knox County Schools	South Doyle High	9-12	1,215	54.3%	15.7%
Montgomery County	Northwest High	9-12	1,211	50.0%	35.3%

Selection Criterion B: Project Design

Project Goals

Based on the previously stated district needs, the full implementation of the TAP system will allow KCS to achieve the following goals and objectives³ in high-need schools:



³ The measures discussed for the goals will be addressed in detail in B1(i).

KCS has selected the TAP system, developed by the Milken Family Foundation and first implemented in the 2000-01 school year, as the basis for its strategy for rewarding effective educators in selected high-need schools. TAP is now operated by NIET and is a proven reform model that creates differentiated compensation for teachers and principals, opportunities for career advancement, job embedded professional growth, and fair and rigorous teacher and principal evaluations [AP 1]. KCS chose TAP because it has achieved consistent student academic achievement growth in high-need schools over multiple years while increasing the retention of effective teachers and reducing the retention of ineffective teachers (Daley & Kim, 2010). As shown in research (NIET, 2010), TAP is a highly sustainable and scalable reform that now impacts more than 7,500 teachers and 85,000 students in diverse communities across the country. NIET has achieved these results by successfully working with district and state partners to build their own capacity and infrastructure supporting TAP over the long term.

In the 2006-07 school year, KCS adopted TAP in four pilot schools as a comprehensive teacher effectiveness reform with the full support of the local teachers' union, the Knox County Education Association (KCEA). Over the past three years, these schools have made significant improvements as measured by the value-added growth of students, teacher classroom evaluations and fidelity to the core elements of the TAP system. For example, after only two years of TAP implementation, Holston Middle went from one of the worst performing schools in the district to a first place ranking among middle schools in terms of growth in reading, mathematics and social studies as measured by scores on the Tennessee Comprehensive Assessment Project (TCAP). Additionally, for the past two out of three years, Holston Middle achieved significantly more than a year's growth as indicated by their value-added scores. Due to the positive results in *existing* TAP schools, KCS seeks to expand TAP in its highest need schools.

B(1): TAP is Part of the Proposed District and Statewide Strategy for Rewarding Effective Teachers and Principals in High-Need Schools in KCS

The TAP System is a Coherent Strategy for Strengthening the Educator Workforce

The TAP system is more than a PBCS. It is a coherent and integrated strategy for strengthening the educator workforce as it addresses the most important element in a school – human capital. It does so by working with teachers and principals to systematically increase their skills and, thus, student achievement [AP 3].

TAP intentionally aligns systems for recruiting, promoting, supporting, evaluating and compensating teaching talent to enhance not only teacher effectiveness, but also job satisfaction and collegiality, which directly impact recruitment and retention of effective teachers in high-need schools. The following is an overview of how TAP’s design will ensure an integrated approach to strengthening teacher and principal effectiveness in KCS during and after the project period by aligning four essential elements [AP 3]:

Performance-based compensation

rewards teachers and principals who demonstrate effectiveness through multiple measures, including student growth, with differentiated levels of bonuses [AP 1].

Multiple career path⁴ incentivizes

teachers to take on new leadership roles (mentor and master teacher) and additional responsibilities with corresponding growth in pay [AR]. Master and mentor teachers form a TAP



⁴ Further description of multiple career path positions is available in –Other Attachments.”

Leadership Team (TLT), along with the principal, to deliver school-based professional support and conduct classroom observations. Master teachers in KCS schools will typically not be assigned to a specific classroom, but will work as an instructional leader to teachers in the school. In a TAP school, “career teachers” are regular classroom teachers.

Instructionally focused accountability provides an evaluation structure that is rigorous, transparent and fair. In KCS, teachers and principals will be evaluated using multiple measures, including student growth and multiple observations by trained evaluators [AP 1; CE C].

Ongoing applied professional growth is continuous, job-embedded professional development that takes place during the regular school day in weekly “cluster groups” (explained in B(5)). Professional development is focused on specific student, teacher and principal needs. As part of TAP’s professional development, teachers and principals are trained in how to understand, analyze and use data from the multiple measures in evaluations to improve their practice [CE E]. These data are also used by the TLT to drive professional development goals [AP 3].

TAP Aligns to LEA and Statewide Strategies

KCS has decided to adopt TAP because its integrated approach closely aligns with KCS’s district and state strategies for improving the process for rewarding teachers and principals.

In July 2009, KCS Superintendent McIntyre developed a five-year strategic plan in partnership with key stakeholders such as the teachers’ union, administrators, school board members and community members. Entitled, *Building on Strength: Excellence for All Children*, the plan outlines KCS’s goals and objectives based on a year-long effort to assess the district’s needs. The main goal of the plan is to improve educator quality through: 1) establishing a culture of collaboration and leadership; 2) providing quality instruction that focuses on student learning; 3) maintaining high student expectations, high standards and accountability; and 4) deliberately

developing effective principals (McIntyre, 2009). As indicated by the Superintendent's letter of support for this project (see ~~Union, Teacher, Principal Letters or Surveys,~~ i.e., ~~Letters~~ attachment), TAP is the ideal mechanism for KCS to achieve these strategic goals [AP 3].

As mentioned before, improving KCS's high schools is one of Superintendent McIntyre's main priorities. As such, this project will focus on implementing TAP in KCS's four neediest high schools. Due to the positive results in KCS's four *existing* TAP schools, the district believes TAP can help improve student achievement in these high schools. The lessons learned from these TAP high schools will be applied to other high-need high schools in KCS [AP 3].

TAP is also aligned with Tennessee's education strategies. TAP was written into Tennessee's winning Race to the Top (RTTT) application as an example of a teacher effectiveness reform with positive results, an innovative teacher compensation program and a higher quality evaluation system based on teacher value-added data (Office of the Governor of the State of Tennessee, 2010). Additionally, Tennessee and KCS have used value-added data at the state level for over ten years through the Tennessee Value-Added Assessment System (TVAAS), showing that teachers in Tennessee have experience with and support for using value-added measures, an important component of TAP. This exemplifies the compatibility between TAP and state policies. This alignment of TAP to district and state policies will help ensure the sustainability of TAP in KCS during and after the end of the TIF project period [AP 3].

Further alignment between TAP and district strategies is illustrated by this proposal's approach to Competitive Preference Priority 5, which will be explained in the remainder of this section. As discussed in the ~~Needs~~ section, KCS has difficulty recruiting and retaining effective teachers, especially in hard-to-staff subjects and secondary schools. As part of its strategy, KCS will use TAP's monetary incentives and improved working environment to help

recruit and retain effective teachers to fill these hard-to-staff subjects and in serving its high-need students (see attached ~~High-Need Schools~~ Documentation”).

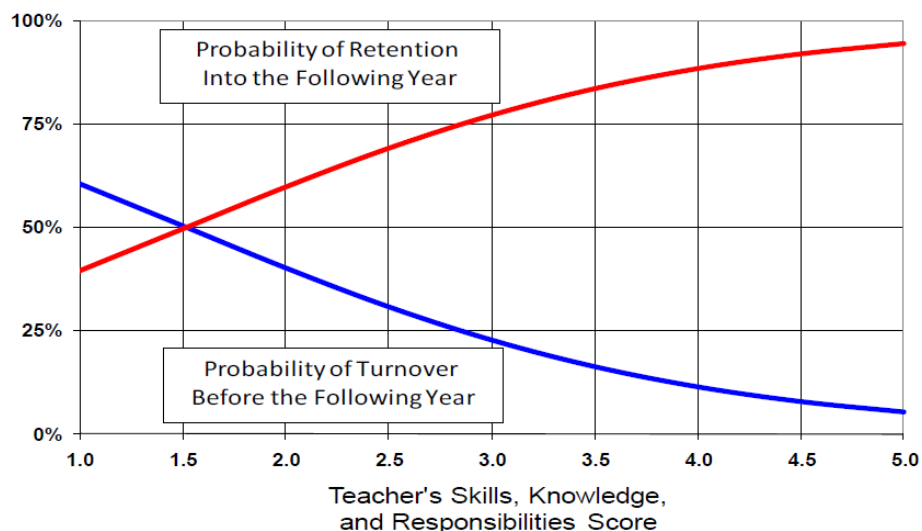
Under this grant, KCS will offer a ~~recruitment and retention bonus~~” to draw effective teachers to hard-to-staff subjects in high-need schools. A bonus of \$3,000 will be offered to teachers of hard-to-staff subjects who: 1) commit to coming back to the high-need school the next year by signing a contract; and 2) prove their effectiveness by achieving a year or more student growth at the classroom-level. If classroom-level achievement results are not available, teachers can prove they are effective by achieving proficiency on their classroom observations. This multi-layered bonus will make it more appealing for effective teachers to come to KCS’s high-need schools, and incentivize them to remain.

Additionally, through the implementation of TAP, KCS will allocate \$2,500 per teacher to create a fund for performance bonuses. Based on performance, actual bonuses will range from zero to \$██████ for the most effective teachers. In addition, master and mentor teachers in KCS schools will earn salary augmentations of \$██████████ respectively [AR]. This means that the most effective teachers in KCS can reasonably expect to earn up to \$17,000 and \$12,000 above base pay as master and mentor teachers. Further, teachers in hard-to-staff subjects could earn an additional ██████ after their first year of teaching in the district. Therefore, TAP’s differentiated compensation will help overcome the salary disparity between KCS and neighboring districts, fostering recruitment and retention.

In addition to contributing to a more competitive salary, TAP’s multiple career paths, ongoing professional development and rigorous evaluations create a collaborative and professional work environment which helps to recruit and retain effective educators. As shown in the following chart, data from existing TAP schools shows that TAP increases the number of

highly effective teachers in its schools, as indicated by scores on classroom observations. We will use TAP's strategies to achieve similar results in KCS schools.

Increased Retention of Highly Effective Teachers in TAP Schools⁵



Further, the four *existing* KCS TAP schools have shown remarkable improvement in teacher retention while implementing TAP. From 2007-08 to 2008-09, these four schools had a dramatic average reduction in turnover rate of 34.5 percentage points. For example, Pond Gap Elementary had a turnover rate of 46% in 2007-08. In 2008-09, this rate decreased to 14%, a reduction of 32 percentage points.

In addition, KCS will determine that a recruit is effective or likely to be effective through a rigorous hiring process that includes both a quantitative and qualitative component. First, every candidate will take an on-line survey that produces a quantitative score to predict a teacher's effectiveness in the classroom. KCS uses Gallup's TeacherInsight survey, which is based on questions that have been thoroughly researched and tested to identify potentially

⁵ Probability of staying or leaving as related to TAP ratings for 7377 teacher-year cases, in 138 schools, in 12 states, for years 2004-05 through 2007-08. Retention includes teachers who stayed in TAP, including master and mentor teachers. Turnover includes those who became administrators, moved to non-TAP schools, took leaves longer than a year, or left teaching.

superior teachers. The minimum threshold to be determined likely to be effective is a score of 65 or higher out 100. Next, candidates will have a written interview using a common set of interview questions. Candidates who score above the minimum threshold on the survey and perform well on the written interview will be asked to participate in a face-to-face interview with the school's principal and the relevant content specialist to evaluate the demonstrated skills of the applicant. At that point, a final hire will be selected for the hard-to-staff position.

Candidates applying for master and mentor positions will have an even more rigorous and competitive performance-based selection process according to the grant's definition of –Additional responsibilities and leadership roles.” In order to ensure the best candidates are selected, KCS has established a Staffing Committee consisting of representatives from the district, TAP leadership and the local teachers' union, KCEA. This committee will oversee the hiring process by reviewing applications, conducting interviews, evaluating model lessons and making a recommendation to the Superintendent. Both master and mentor teachers are expected to have: a record of increasing student achievement; excellent communication skills; an understanding of how to facilitate growth in adults; and instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains [AR]. Teachers who demonstrate these required skills are likely to be effective in KCS schools.

In order to communicate to potential candidates and current teachers which schools are high-need and which subjects are hard-to-staff, KCS will include a list of these schools and subjects prominently on the district and individual school's websites. KCS will also widely publicize open jobs. The Human Resource Minority and Recruitment Director will visit local colleges and discuss these employment opportunities with graduating teacher education students.

The district will indicate on the job posting if the available position is hard-to-staff and/or at a high-need school, and highlight the incentives available for these positions.

Planning Period

Under this project proposal, KCS will have in place Core Elements A, B, D and E at the start of implementation. Throughout the remainder of the ~~“Project Design”~~ section, we will demonstrate that KCS will have each of these four elements in place [PPP].

KCS will have a planning period of 10 months (October 2010 - July 2011) in order to use TIF funds to finish developing all parts of Core Element C [PPP]. While both the teacher and principal evaluation systems will be in place at the start of implementation, KCS and NIET will use the planning period to pilot and field-test one of the measures for principal evaluation. The TAP Leadership Team (TLT) Observation Rubric, which will be explained in section B1(i), has previously been used as a coaching tool and therefore we would like to have a planning period to: fully test the rubric before tying it to principal payouts, customize it to fit the needs of KCS and train district staff in its use. A plan for how KCS will refine this tool and provide specialized training to evaluators in the planning period will be explained in sections B1(i) and C(1) [PPP]. In order to comply with the grant’s ~~“Planning Period Requirements,”~~ NIET will demonstrate in its annual performance report or other interim performance report that it has fully implemented Core Element C and will not use TIF program funds to provide incentive payments to educators until it has implemented all five core elements to the Secretary’s satisfaction [PPR].

NIET has found that schools with the opportunity to spend the school year prior to TAP implementation as a planning period often see smoother transitions into the model. Therefore, in addition to developing Core Element C, the planning period will provide an opportunity for KCS teachers and administrators to become more familiar with the components of the TAP system.

B1(i): Methodology to Determine Teacher and Principal Effectiveness in KCS

Methodology for Determining Teacher Effectiveness

In KCS, teacher effectiveness will be evaluated based on multiple measures, including student achievement growth at both the classroom and school-wide level and the average of scores from four or more classroom observations each year. The classroom observation incorporates an additional measure of effectiveness, which is a survey of teacher responsibilities [AP 1; CE C].

Student growth measures. Teacher effectiveness and differentiated compensation will depend in significant part (50%) on student growth measures [AP 1]. According to Competitive Preference Priority 4, KCS will use the state's "value added" model, Tennessee Value-Added Assessment System (TVAAS), to measure the contributions of teachers and schools to student achievement during a school year at both the classroom and school levels. This method requires matching each student's test scores to his or her own previous scores in order to measure the student's progress during the year. Use of value added will enable KCS to determine how much the school and teachers have contributed to student learning compared to other schools and teachers with similar students [CPP 4]. Classroom and school value-added growth results will be scored on a 1-5 scale: **5: Significantly more than** a year's growth; **4: More than** a year's growth; **3: One** year's growth; **2: Less than** a year's growth, **1: Significantly less than** a year's growth.⁶

The teacher's individual classroom score is the average gain of the students assigned to a teacher. To receive a classroom-level value-added score, a teacher must teach in a tested grade

⁶ In statistical terms, a 5 is significantly higher than average at about the 95% confidence level, a 4 is significantly higher than average at about the 70% confidence level, a 3 is indistinguishable from the average, a 2 is significantly lower than average at about the 70% confidence level and a 1 is significantly lower than average at about the 95% confidence level.

and subject and have at least 10 students with linked⁷ prior- and current-year testing data. The school-wide score is a composite of all the tested grades and subjects in the school. Each student included in the calculation must have at least two consecutive years of linkable test results. The school-wide score is not simply an average of teachers' classroom scores, but compares the whole school to other schools with similar students [CPP 4].

Multiple observation-based assessments per year. KCS teachers will be evaluated by trained members of the TAP Leadership Team (principal, assistant principal(s), master and mentor teachers) four or more times a year in announced and unannounced classroom observations using the Skills and Knowledge rubric from the *TAP Skills, Knowledge and Responsibilities Performance Standards (Standards)*. The *Standards* establish a 19-indicator, research-based observation rubric of effective teaching, spanning the sub-categories of instruction; designing and planning instruction; and the learning environment (see “Other Attachments” for an overview of the *Standards*). The rubric offers a content-neutral, objective means to evaluate teacher effectiveness. Evaluators use a five-point scale; a score of 1 indicates unsatisfactory performance and a score of 5 indicates exemplary performance on an indicator [AP 1; CE C].⁸

The evaluation process includes the incorporation and evaluation of additional evidence of teacher effectiveness through a responsibilities survey that takes into account different responsibilities and leadership roles of career, mentor and master teachers [AP 1; CE C]. The responsibilities survey is completed at the end of each school year by multiple colleagues of the evaluated teacher. Like the observation-based rubric, the responsibilities survey is scored on a

⁷ In order to have “linked” testing data, each student must have test scores from previous years that can be identified with that specific student and with the specific teacher or teachers assigned to that student during each school year.

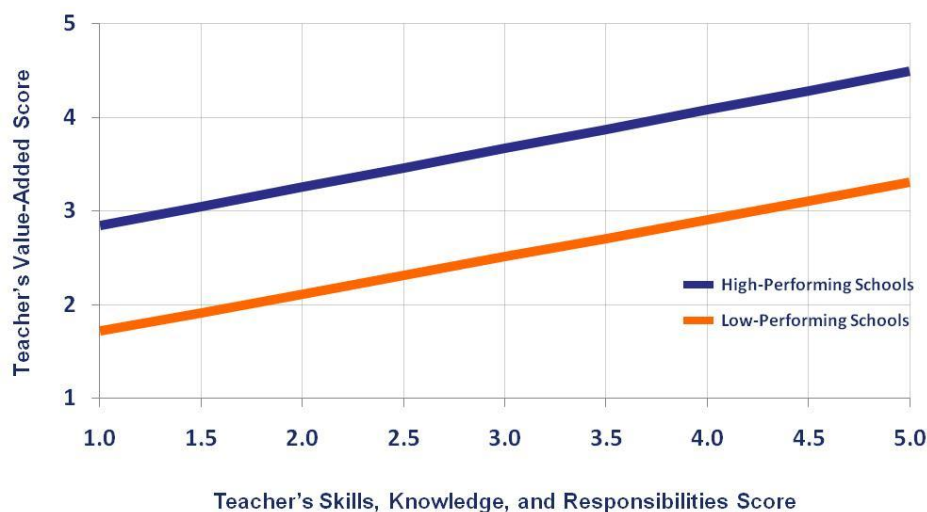
⁸ The TAP teacher evaluation rubric uses a five-point Likert scale that provides a definition of the anchors at the endpoints (1 and 5) and the midpoint (3). The unanchored points (2 and 4) reflect performance that has taken place between the defined anchors.

five-point scale. The average score on the responsibilities survey is combined with the average scores on the observation-based rubric (Skills and Knowledge) to form a final **Skills, Knowledge and Responsibilities score (SKR score)**, which is also on a five-point scale. The Skills and Knowledge component receives a larger weight than the Responsibilities component in the final calculation of the SKR score. For example, for a career teacher, the Skills and Knowledge is weighted 95% and the Responsibilities is weighted 5%; these weights change as teachers move up the career path.

Measures of teacher effectiveness are valid and reliable. KCS will use TVAAS, a reputable provider of value-added calculations, which validates value added as a measure of student growth to determine teacher and principal effectiveness. In addition, value added is a well-established and widely recognized methodology as evidenced by the U.S. Department of Education promoting value-added as a preferred method of measuring student growth [CPP 4].

The SKR score has been shown to be valid and reliable based on the following findings. First, there is evidence that the SKR score is highly correlated with the value-added gains of the teacher's students. As the following graph shows, higher SKR scores for teachers during the school year are associated with higher value-added scores for their students at the end of the year. The relationship between teacher SKR scores and student achievement growth holds true regardless of the school's overall level of performance. This provides an important validation of TAP's teacher evaluation system and its link to improvements in student achievement.

TAP Teachers with High Classroom Observation Scores Also Have Students with High Value-Added Growth⁹



Second, to ensure the fairness, consistency and reliability of evaluations, all teacher and principal evaluation data are entered into the TAP Comprehensive Online Data Entry system (CODE).¹⁰ CODE allows TAP Leadership Teams to monitor inter-rater reliability of evaluators and scoring inflation or deflation, and will flag cases where there appear to be discrepancies in teachers' assigned evaluation scores [CE C; CE D].

Third, the *Standards* were developed based on education psychology and cognitive science research focused on learning and instruction. They are aligned with professional teaching standards as they were based on an extensive review of publications from national and state teacher standards organizations¹¹ [AP 1; CE C]. The *Standards* identify a range of proficiency on various indicators, providing a more accurate representation of teachers' instruction. For example, during the 2007–08 school year, *averaged* SKR scores ranged from 1 to 4.95, with a

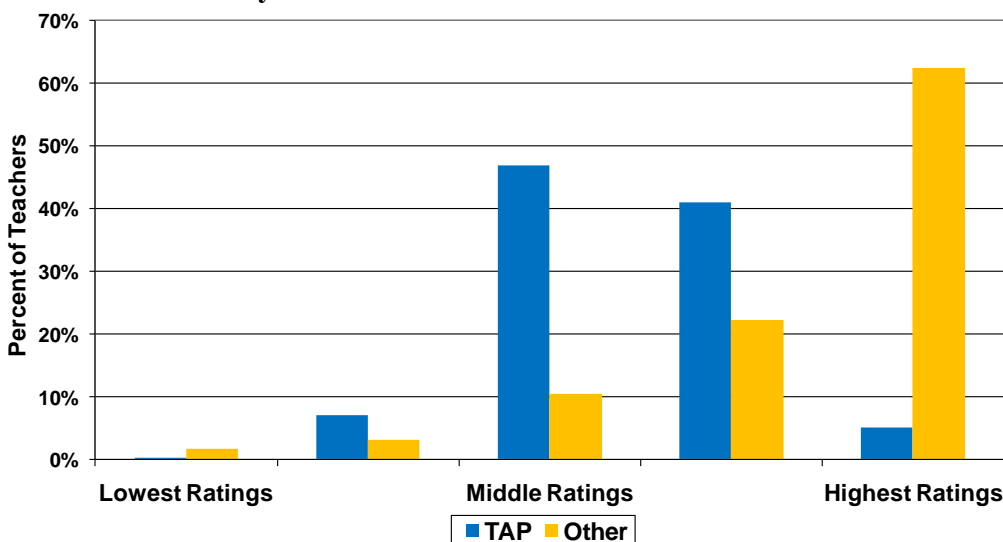
⁹ Using data for 1,780 TAP teachers in 10 states for school years 2006-07 and 2007-08.

¹⁰ CODE is a sole source provider of TAP's data management system.

¹¹ See Daley & Kim (2010) for a complete review of relevant studies.

median score of 3.57. The following chart shows that teacher ratings are widely distributed in TAP schools, far different from the inflationary pattern seen in other traditional systems.

TAP's Evaluation System Differentiates Effective from Ineffective Teachers¹²



Methodology for Determining Principal Effectiveness

Principal effectiveness is based on student growth, TAP Leadership Team (TLT) observation scores and scores on a 360-degree assessment¹³ of principal effectiveness. KCS may decide to use additional valid and reliable evaluation measures for principals [AP 1; CE C].¹⁴

Student growth measures. In KCS, a significant portion (50%) of principal effectiveness and subsequent differentiated compensation will depend on student growth as measured by school-wide value-added scores [AP 1; CPP 4]. See the “The Measures for Determining Teacher Effectiveness” section above for a discussion of school-wide value added.

¹² Data for 5 districts from Weisberg et al (2009)

¹³ 360-degree assessment indicates that an individual is evaluated by his or her subordinates, peers and superiors, and also includes a self-evaluation component. We will use procurement practices specified in EDGAR to pick a vendor of this type of evaluation.

¹⁴ As mentioned above, “principal” refers to principal and assistant principals.

Multiple observation-based assessments per year. Principals will be observed two or more times each year facilitating the TAP Leadership Team (TLT) meetings. The TLT meetings occur weekly and drive the implementation of the model at the building level. One of the principal's main responsibilities is facilitating the meetings as the instructional leader in the school. These observations will be conducted by district TAP leaders using the TLT Observation Rubric (see "Other Attachments" for a sample from the rubric). This evaluation instrument should be used by multiple trained observers throughout the year [AP 1]. During the planning period, KCS and NIET will provide these evaluators with specialized training including: videos showing a TLT meeting; categorizing evidence on the specific indicators of the rubric; and practice assigning scores. In addition, the Project Director will conduct on-site practice observations with each evaluator throughout the planning year. All of this training will culminate in a certification test and annual recertification [PPP].

The TLT Observation Rubric measures the effectiveness and applicability of TAP Leadership Team meetings. The rubric is comprised of four specific components: Leadership Team Planning; Leader as Facilitator; Member Participation/ Preparation; and Leadership Team/TAP Connection. Scoring on the rubric ranges from 1 to 5. At the end of the year, the scores are averaged to produce a final score. Also during the planning period, KCS will field-test the TLT Observation Rubric in the four *existing* TAP schools in KCS with NIET support and on-site training. After the first semester of the planning period, KCS TAP leaders and NIET will meet to analyze site specific adaptations needed for the rubric and continue vetting the instrument throughout the remainder of the school year. After the school year, KCS TAP leadership and NIET will meet to compile scores of TLT evaluations, analyze averages, simulate

bonus awards and compare to school wide value-added student achievement. This will allow KCS to refine the tool to address the specific needs of the district [PPP].

Additional assessments. The 360-degree assessment will measure the effectiveness of a principal's key leadership behaviors that influence teacher performance and student learning using a multi-rater, evidence-based approach. At the end of the school year, teachers, the principal and the principal's supervisor will be surveyed and asked to make an effectiveness rating for leadership behaviors based on evidence from the current school year. The total score will be interpreted against a national representative sample, resulting in a percentile rank on a 1 to 5 scale. NIET has found that similar instruments yield valuable norm-referenced and criterion-reference scores of learning-centered leadership [AP 1; CE C]. The outcomes will be used as a tool for principal self-reflection to annually measure performance growth, guide professional development for administrators and facilitate a data-based performance evaluation [CE E].

Measures of principal effectiveness are valid and reliable. See ~~Measures of teacher effectiveness are valid and reliable~~" for an explanation of the validity and reliability of value-added calculations.

The TLT Observation Rubric measures principal effectiveness based on a participatory, action research approach to addressing the four main areas of TAP implementation: data analysis, cluster implementation, growth plans and the evaluation process. Because the typical principal's working day is consumed by managerial tasks having little or no direct bearing on the improvement of instruction, a single administrator cannot fill all of the leadership roles in a school without substantial participation by other educators (Elmore, 2000; Olson, 2000; Spillane, Halverson, & Diamond, 2001). The TLT rubric, which is aligned with professional leadership standards, measures the principal as a facilitator, sharing leadership and engaging other members

[AP 1; CE C]. The constant analysis and cyclical nature of the TLT rubric aligns to the action research approach which seeks to create knowledge, propose and implement change, and improve practice and performance (Stringer, 1996). Kemmis and McTaggart (1988) suggest that the fundamental components of action research include the following: (1) developing a plan for improvement; (2) implementing the plan; (3) observing and documenting the effects of the plan; and (4) reflecting on the effects of the plan for further planning and informed action. New knowledge gained results in changes in practice (see also, Fullan, 2000).

The districts will contract with a reputable vendor to use a 360-degree assessment that has been developed and tested to provide reliable and valid assessment of a principal's effectiveness in key areas of instructional leadership. These areas will be aligned to national leadership standards developed by the Interstate School Leaders Licensure Consortium (ISLLC) [AP 1; CE C]. Respondents will rate the principal's performance on a set of behaviors using a five-point scale resulting in a detailed quantitative diagnostic profile. The chosen instrument's validity and reliability will be confirmed through a multi-stage development process including review by district and school leaders, pilot testing in schools and field-testing with empirical study and expert review.

Student Growth Data and Evaluations Affect Retention and Tenure Decisions

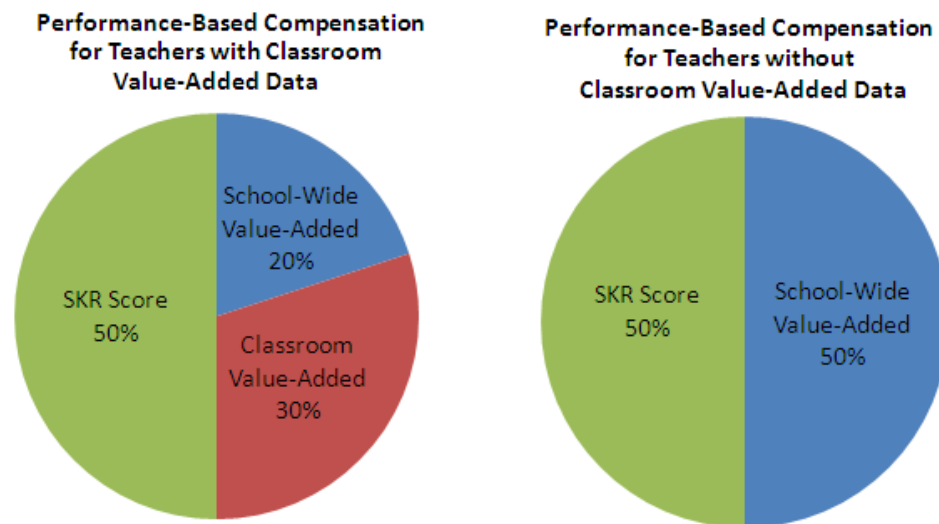
KCS will also use student growth data and teacher and principal evaluations to inform retention and tenure decisions. This data will be considered when a teacher or principal is up for tenure. For example, low student growth data and observation data may be cited as part of the cause for denial of tenure. This data will also be considered by the principal for transfers and new hires if available from another school district [AP 3].

B1(ii): Performance Awards are of Sufficient Size to Affect Teacher and Principal Behavior

[This section, B1(ii), also fulfills Absolute Priority 1].

Structure of Performance-Based Compensation in the TAP System

Performance-based compensation for teachers. Teachers earn performance-based compensation based on evaluation measures discussed in B1(i): classroom value added, school-wide value added, and SKR scores. KCS will put \$██████ per teacher into an annual performance award fund. Performance awards will be based on the weights in the following charts: 50% for the average teacher evaluation score (SKR); 30% for individual classroom achievement growth; and 20% for school-wide achievement growth. In the event that the individual classroom achievement portion is not applicable due to a teacher teaching an untested grade or subject, the teacher's 30% for classroom achievement gains will be shifted to school achievement gains [CPP 4].



Minimum performance levels have been established for each portion of the award. Teachers must score 3 or higher to earn either the classroom or school-wide value-added portion of performance pay. Minimum SKR scores are different depending on the teacher role, reflecting the different responsibilities and expectations for career, mentor, and master teachers. Career

teachers must earn a minimum average score of 2.5 or higher, mentor teachers a score of 3.5 or higher and master teachers a score of 4 or higher to qualify for the SKR portion of the performance pay [AR]. A teacher could earn a partial award for meeting minimum performance levels for one of the measures, even if he or she did not meet minimum performance levels on the other two measures. Within each measure, teachers receive a larger award as their score increases. This performance-based compensation structure ensures differentiation in the amount of incentive based on teacher effectiveness [CPP 4].

As noted by the Center for Educator Compensation Reform in *The Other 69 Percent*, one potential shortcoming of many PBCS models is how teachers in non-tested grades and subjects are handled. Typically, only teachers in grade 4-8 in state tested areas are linked to specific sub-groups of students (Prince et al., 2009). Therefore, in KCS, for teachers not teaching a state-tested grade level or subject area, the teacher will have the option to have award proportions remain at 50% SKR and 50% school-wide value-added as shown above.

However, in KCS TAP implementation, teachers will have an additional option; two measures will be utilized to reduce the number of teachers without classroom value added. First, the district will use a computer-based diagnostic assessment proven both valid and reliable in order to expand the tested grade levels to kindergarten through eleventh grade. Second, teachers in content areas outside of state testing will have the option to “link” to a tested subject area. In other words, the teacher would attend cluster for a tested subject area to learn the instructional strategies for that subject and then part of their payout would be linked to the student growth of their students in the linked subject. For example, a seventh grade art teacher could choose to link with Math and attend Math clusters to learn how to reinforce geometric skills through an art

lesson. This teacher's 30% classroom achievement bonus would be determined by student growth in Math for those students that he/she taught.

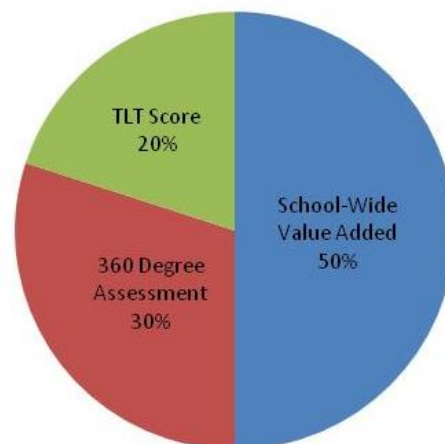
Performance-based compensation for principals. Principals earn performance-based compensation based on evaluation measures: school-wide value-added, TLT observation scores, and scores on the 360-degree assessment of principal

effectiveness. KCS will put \$ [REDACTED] per principal and [REDACTED]0 per assistant principal into an award fund each year. In KCS, performance awards for principals will be based on the weights illustrated in the chart: 50% for school-wide achievement growth; 30% for the 360-degree assessment score; and 20% for the

average TLT observation score [CPP 4]. At the end

of the year, principals must meet a minimum performance level for each measure to qualify for that portion of performance-based compensation. Principals must earn a score of at least 3 on one or more of the measures to qualify for performance-based pay. As is the case for teachers, principals could earn a partial payout for meeting effectiveness levels on one or more of the measures. Within each measure, principals receive a larger award as their score increases. This compensation structure ensures differentiation in the size of awards based on principal effectiveness [CPP 4].

Performance-Based Compensation for Principals



Performance Awards are of Sufficient Size to Affect Teacher and Principal Behavior

TAP has substantial experience in effectively structuring and presenting performance incentives that affect behavior. This means more than simply assuming that teachers and principals will change behavior if offered large enough incentives. Research has shown that

features other than the magnitude of awards, such as how incentives are structured and presented, also affect behavioral and educational outcomes (Bonner, 2002; Heneman, 1998; Taylor et al., 2009). TAP's comprehensive approach to the size and structure of incentives affects behavior in two key ways. One is to elicit motivated participation in the process of continuing improvement in teaching and leadership skills, based on instructionally focused accountability and on-site professional development. TAP's success in this is shown by student achievement growth results, teacher growth in instructional quality measures and staff survey data (NIET, 2010). The second way TAP incentives affect behavior is to attract effective teachers and principals to high-need schools and retain them because of the opportunities for expanded pay and the supportive working environment TAP creates. Evidence of success is shown in the previous chart "Increased Retention of Highly Effective Teachers in TAP Schools" and is confirmed by staff survey data (NIET, 2010). By recruiting and retaining effective educators, TAP schools improve student outcomes over time, and are likely to do so in KCS.

Research. The performance awards we propose for TAP as implemented in KCS are based on an allocation of \$2,500 per teacher, over 5% of average base pay, which is well within the guidelines established by the following research: Odden & Wallace (2007) recommend a range of 4-8% of base pay for performance bonuses in education. Lavy (2002) found positive gains in student achievement resulting from a bonus plan offering up to 3% of base pay, although many researchers recommend larger bonuses than that. A study of a performance incentives program in North Carolina found improvements in student achievement associated with award sizes as small as \$1,500 (Vigdor, 2009). The median bonus in a survey of 661 private sector plans was 5% of base pay, and bonuses much below that were perceived as less successful by the private sector companies using them (McAdams & Hawk, 1994).

The most substantial body of evidence available for the size of these awards comes from TAP's 10 years of successful experience in providing performance bonuses to teachers and principals as a core element of a comprehensive support and accountability system. As shown by this track record, allocating performance incentives in the range of 5% of base pay in the context of TAP's comprehensive approach to reform has proven high enough to change behavior and improve student outcomes.

Size of awards. Based on the above research, the experience of TAP in multiple states, and the experience of KCS with its four *existing* TAP schools and knowledge of local conditions, KCS has determined that bonuses in the range of 5% of base pay are sufficient. In KCS, the average teacher salary is \$[REDACTED]. Therefore, the \$[REDACTED] allocation per teacher for the performance bonus pool represents 5.7% of base pay, which is over the 5% TAP has found successful in the past. As mentioned in the CPP 5 section, the most effective teachers could earn [REDACTED] which would be a bonus representing 11.4% of base pay. In addition to performance awards, TAP offers substantial augmentations for additional roles and responsibilities [AR]. Stipends for master teachers will be \$12,000 and for mentor teachers \$[REDACTED] bringing the combined bonus and augmentation opportunity for teachers to about 38.7% (master) or 27.3% (mentor) of base pay in KCS if they also take on new roles. Effective teachers in hard-to-staff subjects could receive an additional \$3,000, meaning teachers could earn 45.6% (master) or 34.2% (mentor) above base pay.

Potential Monies Earned Above Base Pay for Effective TAP Master Teacher

Master Teacher Augmentation	Performance Bonus	Hard-to-Staff Subject Bonus	Total Additional Monies Possible	KCS Average Teacher Salary	% Above KCS Base Salary
\$12,000	[REDACTED]	[REDACTED]	\$20,000	\$[REDACTED]	45.6%

The average principal salary for teachers in the selected KCS schools is [REDACTED] and the average assistant principal salary is [REDACTED]. The [REDACTED] allocation per principal allows them to earn bonuses 12.22% above base pay and the [REDACTED]0 per assistant principal is 7.40% of base pay. Therefore, the incentive amounts provided in this grant for both teachers and principals are considered substantial.

Structure of award. TAP intentionally uses multiple measures and a mixed model of group and individual incentives to achieve the behavioral changes that will result in recruitment and retention of effective teachers, and will result in increased buy-in, collaboration and collegiality in TAP schools. TAP has seen success with its performance compensation structure; therefore, KCS will provide this same incentives structure. TAP's *individual* performance incentives are comprised of classroom value-added (when available) and SKR scores. The school-wide value-added measure is TAP's *group* performance incentive [CPP 4].

Classroom student growth measures are an important part of measuring teacher performance since they are more closely linked with individual teacher performance. Teachers can analyze the link between their students' achievement growth and their own instructional skills, with the help of the TAP Leadership Team. This data helps teachers to better understand specifically how to change their own practice to increase their students' achievement.

Basing a portion of the overall incentive on the school-wide value-added measure is important for two critical reasons. First, not all teachers receive individual classroom scores, and this measure gives them an opportunity to receive bonuses based on the whole school's student achievement growth. Second, theory, research and 10 years of experience in TAP schools indicate that school-wide performance awards promote professional collaboration, staff collegiality, and alignment of organizational resources with instructional goals. The optimal

approach to incentives is to balance individual and group incentives wherever possible. This motivates high personal performance as well as positive contributions to teamwork.

B1(iii): How Teachers and Principals Are Determined “Effective”

Teacher Effectiveness

KCS will use the same measures and minimum performance levels to determine teacher effectiveness as used to determine eligibility for performance-based compensation. KCS defines “effective” teachers as those who qualify for **any portion** of the performance award fund. This means that effective teachers are those who meet or exceed the performance level on the SKR score, **or** have students who meet or exceed a year’s growth in student achievement, **or** are part of a school that meets or exceeds a year’s growth in student achievement.¹⁵ Using these multiple measures allows schools to differentiate teachers along a continuum of effectiveness. Teachers who earn scores of 5 within each measure are more effective than those who earn lower scores within each measure; these higher scoring teachers correspondingly earn more performance-based compensation. This compensation structure, outlined in the chart on the next page, allows KCS to reward teachers at differentiated levels [AP 1; CPP 4].

¹⁵ A recent study shows that a teacher's performance improves when he or she has more effective colleagues in the same school. In fact, low-performing teachers show the most improvement as a result of such teacher-peer effects, and previous teacher-peer effectiveness accounts for about 20 percent of a teacher's current-year value-added performance (Jackson and Bruegmann, 2009).

Effective Teachers Must Meet Performance Level on at Least One Indicator

	Student Growth Requirement		Observations Requirement
Tool	School-wide value added (VA)	Classroom (when available)	19-indicator observation rubric (Skills and Knowledge); Responsibilities survey
Outcome measure	1-5 score on VA scale	1-5 score on VA scale	1-5 on Skills, Knowledge and Responsibilities (SKR) score
Performance level	3 or higher on school-wide	3 or higher on classroom	Average SKR score: <ul style="list-style-type: none"> Career: 2.5 or higher Mentor: 3.5 or higher Master: 4.0 or higher

Principal Effectiveness

As with teachers, an “effective” principal is one who qualifies for **any portion** of the performance award fund. Principals receive performance awards for effectiveness if they lead schools that demonstrate at least one year’s value-added student achievement growth, **or** meet or exceed proficiency on an aggregated observational instrument requiring two or more observations, **or** meet or exceed proficiency on a comprehensive principal evaluation instrument. Using these multiple measures allows differentiation of principal effectiveness and corresponding compensation [AP 1; CPP 4].

Effective Principals Must Meet Performance Level on at Least One Indicator

	Student Growth Requirement	Observations Requirement	Additional Measure Requirement
Tool	School-wide value added (VA)	TLT Observation Rubric	360- degree assessment
Outcome measure	1-5 score on VA scale	1-5 score	1-5 score
Definition of principal effectiveness	Score of 3 or higher	Average score of 3 or higher	Average score of 3 or higher

B(2): PBCS Has the Involvement and Support of Teachers, Principals and Unions

[This section also addresses Core Element B].

KCS's implementation of the TAP system and its performance-based compensation component in this TIF project has the involvement and support of all key stakeholders needed to carry out this grant during and beyond the grant period [AP 3].

Involvement and Support of Teachers and Principals

TAP's success is built on a foundation of involvement and support from the teachers and principals who will be implementing the reform. According to a memorandum of agreement between KCS and the local teachers' union, the Knox County Education Association (KCEA), TAP implementation requires an approval vote of 75% of faculty. This vote demonstrates faculty support for the performance-based compensation component, and also the evaluation, professional development and other aspects of the project.

Almost all of the potential TAP schools in this proposal voted in June 2010. As is shown in the following chart, the faculty of these schools voted overwhelmingly in favor of TAP. The average vote of all the schools was 87%. Every school exceeded the required 75%, with several schools voting as high as 90 or 100%. These high numbers confirm that the teachers support the project, which will help ensure the effectiveness and sustainability of TAP in these KCS schools.

Schools	Approval %
9-12 Schools	
Austin-East High	91%
Carter High	98%
South Doyle High	90%
6-8 Schools	
Vine Middle	76%
K-5 Schools	
Belle Morris Elementary	84%

Dogwood Elementary	85%
East Knox Elementary	100%
Sarah Moore Greene Elementary	80%
Spring Hill Elementary	81%

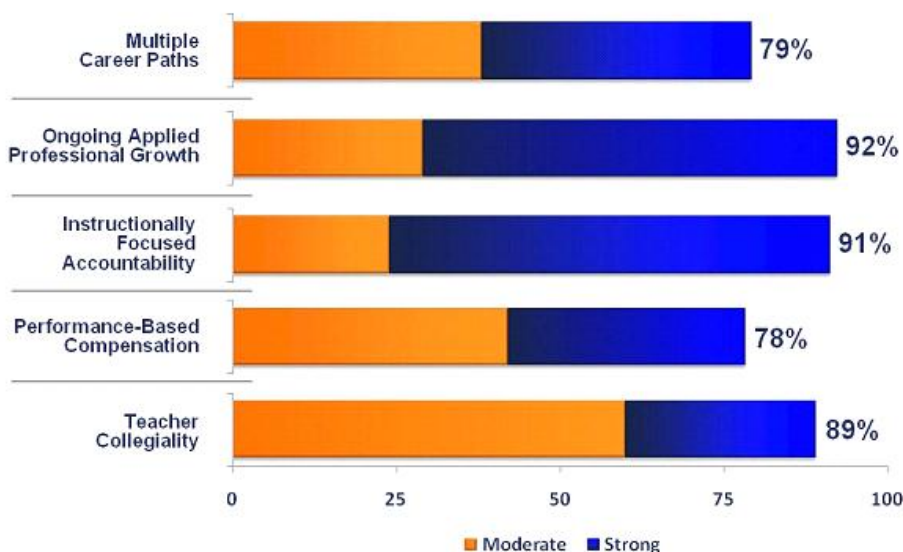
According to the KCEA, a few of the schools were not able to schedule adequate time for a presentation, reflection and a vote before the end of the school year. These schools are planning to do so in August, 2010, prior to the start of the school year (see KCEA letter of support in “Letters” attachment). Based on preliminary outreach and discussions, as well as support from KCEA, we are confident these schools will vote in favor of TAP. Further, the principals of these schools have all signed a letter of support for the project, showing their commitment to TAP (“Letters” attachment).

Before voting, the entire faculty engaged in a dialogue about TAP, ensuring teacher and principal involvement, input and support from the beginning. This process of involving faculty, gaining their support, and customizing TAP to KCS’s local needs is illustrated in the following graphic. This same action list resulting in overwhelming support in the nine schools above will be replicated for the remaining four schools.



TAP enjoys a high level of teacher satisfaction in the four *existing* TAP schools in KCS, which can be expected to continue in the new schools under this TIF project. NIET administers an annual teacher survey to monitor career, mentor and master teachers’ attitudes about the implementation of TAP at their specific school site. In the 2009 annual survey in KCS TAP schools, levels of support for the elements of TAP including performance-based compensation are high, as is shown in the following chart. Additionally, teacher satisfaction is demonstrated by very high levels of collegiality as 89% of teacher respondents reported strong collegiality in their TAP school.

2009 Teacher Survey Results in Existing KCS TAP Schools



Additionally, **every principal in this project** has signed a letter of support confirming their commitment to implementing TAP (see “Letters” attachment).

Involvement and Support of Unions

In KCS, the Knox County Education Association (KCEA) is designated as the exclusive representative for the purpose of collective bargaining. As part of TAP implementation in the

four pilot schools in KCS in 2006, KCEA developed a memorandum of agreement (MOA) with the Knox County Board of Education by which the TAP schools abide (see “Letters” attachment). The MOA documents union support for TAP and its PBCS, as well as creates guidelines to ensure successful TAP implementation and sustainability. KCEA was also involved in the negotiation of the current TAP budget in place in these schools. This MOA will be adopted by teachers in the new TAP schools under this grant and we expect the same engagement and support from KCEA in the future implementation and expansion of TAP. A letter of support to this effect signed by KCEA President Jessica Holman is included (see “Letters” attachment).

Involvement and Support of Other Stakeholders

The involvement and support of other key stakeholders will help successfully implement TAP during and beyond the grant period. The superintendent signed a memorandum of understanding as well as a letter of support in which he agrees to commit resources to continue TAP in KCS once the grant funding ends and confirms KCS’s official partnership with NIET to achieve the goals set forth in this proposed project (see “Letters” attachment). Additionally, the Chair of the Knox County Board of Education signed a letter showing the board’s full support of implementing TAP in KCS (“Letters” attachment).

NIET also has a strong relationship with the Great Schools Partnership in Knoxville. The Great Schools Partnership, a nonprofit school-support organization dedicated to redesigning public education to improve the quality of learning for all students, has committed to providing a portion of the non-TIF funds for an increasing share of performance-based compensation required by the grant [AP 2]. The President of the Great Schools Partnership has signed a letter supporting this project and indicating their commitment to providing funds to help sustain TAP in KCS (see “Letters” attachment).

TAP is lauded as an effective reform at the state-level in Tennessee. Commissioner of Education Webb has expressed support of TAP. As mentioned above, TAP was included in Tennessee's Race to the Top application as an example of a teacher effectiveness reform model with positive results, demonstrating the state-level involvement and support of TAP.

Communications Plan

[This section addresses Core Element A].

In order to further develop and sustain the involvement and support of stakeholders, KCS and NIET have created and budgeted for a communications plan to effectively convey TAP and its performance-based compensation element to teachers, administrators, other school personnel and the community. The plan will address internal school audiences as well as an external broader group of stakeholders. This plan includes ongoing communications activities throughout the grant period aimed at a range of stakeholders to build and maintain full support for this reform and to ensure its sustainability. The communications plan will use existing NIET and KCS communications resources as well as activities to be funded through this grant.

Communicating TAP to Teachers, Administrators and Personnel

The objective of communicating TAP to KCS teachers, principal, personnel and district leadership is to improve the understanding of TAP's comprehensive system and how effectiveness is measured and translated into performance-based compensation. This will further increase the support of TAP in KCS and help plan for sustainability beyond the grant.

As mentioned above, NIET has already begun the communication process with the faculty in each prospective TAP school. Led by principals and district administrators, KCS teachers engaged in a dialogue about how TAP's professional development, new evaluation system, career opportunities and performance compensation could support them and their school.

The following avenues of communication will be used during the grant period to assist in publicizing TAP to KCS teachers, administrators and personnel:

Development visits	NIET will provide follow-up development visits to allow new TAP schools to further refine a specialized plan for the school through site implementation workshops, question and answer sessions and discussions that delve deeper into the core elements of the reform.
Teacher and principal training	School faculties will gain a deeper knowledge of the new PBCS through TAP Core Trainings and the TAP Summer Institute (TSI). These facilitated sessions provide an excellent opportunity for teachers and administrators to build their understanding of TAP and create an open dialogue that leads to ongoing communication. These trainings also relate to another facet of the communications strategy for this TIF project which is a plan for ensuring that teachers and principals understand the specific measures of effectiveness used in TAP [CE E]. More detail on these trainings and CE E are provided in section B(5).
KCS website	The existing KCS website will be used for TAP communications with school faculties. KCS will create a TAP specific section on its website that will include an explanation of TAP and its implementation in the KCS schools, as well as specific information about TAP's measures of educator effectiveness, value added and how these measures translate to performance compensation.
Administrative bulletin	KCS publishes a weekly e-newsletter that is distributed to the nearly 8,000 employees of the school system. KCS will use this bulletin to communicate essential aspects of TAP implementation to KCS staff. It will also be used to highlight the stories of TAP teachers and principals in the KCS system.
National TAP Conference and Training	The annual National TAP Conference and Training brings together practitioners, policymakers and members of districts, states, organizations, foundations and businesses involved with TAP implementation across the country. At future TAP Conferences, NIET plans to distribute information about the experience and outcomes of KCS's TIF grant. The Conference activities will provide an opportunity for KCS TIF participants to gain a deeper understanding of TAP's elements of success, as well as to network and exchange ideas with other TAP participants and stakeholders.

The communications activities listed above are in-kind communications resources based on existing NIET and KCS communications methods.

Communicating TAP to the Community-At-Large

For the purpose of this communication plan, we are identifying the “community-at-large” as parents, community members, school board, teachers’ union, local and state officials and the

media. These communications will all be part of a “community awareness campaign” to communicate the TAP model and school results to parents and community members with the objective of increasing awareness of and building support for TAP. This will include publicizing the student, teacher and principal advancement driven by TAP in KCS schools to garner support and ensure sustainability.

The following methods of communication will be used during the grant period to assist in publicizing TAP to these stakeholders:

NIET website	The NIET website will be used to convey information to the Knoxville community and the media about TAP’s elements and impact in KCS. The NIET website contains information on all of the TAP system’s elements, including performance-based compensation; links to the research base that supports TAP’s design and compensation system; outcomes from internal and external research in TAP schools; and publications about TAP. The site also has an “Understanding Value-Added” section and a “Performance-Pay” section to increase understanding of these aspects of TAP.
E-mail blasts	NIET has a regular email distribution that is used to disseminate the most current TAP findings, articles of interest and other research information to over 9,000 people, including all current TAP teachers and administrators, as well as local stakeholders. NIET e-mail blasts will be used for TIF-specific communications on the strategies for implementation, lessons learned and outcomes to support TAP success and expansion.
ParentLink	KCS will use ParentLink, a web-based telephonic parent notification system. This system can be used to provide information about TAP to KCS parents.
KCS-TV	KCS has its own community cable access channel to broadcast original content. Three-minute “Spotlight News” videos will be produced, as well as a longer feature piece regarding TAP.
Meetings	Information regarding TAP will be shared at Board of Education meetings, which are streamed live on the KCS website and KCS-TV and archived. Public meetings will be held as necessary to educate internal and external audiences regarding TAP. This could be in the form of orientation-type meetings, or special events to celebrate key milestones.
Press conferences	KCS may choose to hold press conferences to announce school growth and performance awards under our TIF project targeted to local television, radio and newspapers. Elected officials will be invited to participate in these events, as well as to tour KCS schools implementing TAP.

Printed materials	Printed materials such as brochures and posters will be designed and produced regarding TAP to educate internal and external audiences. These materials will describe how TAP supports KCS's broader efforts to improve teaching and learning in KCS schools. KCS teachers and principals involved in TAP will be featured in these communications.
High School TAP Summit	KCS will also host a High School TAP Summit every other year of the grant in order to help refine TAP implementation in KCS high schools and share best practices. Representatives from other successful TAP high school sites will assemble to discuss the challenges of high school implementation and the solutions they have discovered. KCS can learn from these practitioners and also contribute their experiences.

The budget for communications will be used for various aspects of this —community awareness campaign” and will include any audio/visual productions, printed materials and coordination for any public meetings, special events or press conferences regarding TAP. NIET and KCS will employ all of the strategies in this communications plan to build and maintain support for TAP among a diverse group of stakeholders which will support efforts to sustain TAP beyond the length of the grant.

B(3): PBCS Includes Rigorous, Transparent & Fair Teacher & Principal Evaluation Systems

[Note that this sub-criterion also addresses Absolute Priority 1 and Core Element C].

As previously mentioned in section B(1), TAP's teacher and principal evaluation system: differentiates levels of effectiveness using multiple ratings categories on all measures; uses student growth at the classroom- and school-level as a significant factor; and requires teachers and principals to be observed multiples times a year using research-based rubrics by multiple trained and certified evaluators. For both teachers and principals, value-added assessment, when conducted by a reputable vendor, provides a rigorous measure of student growth. Value-added also controls for factors external to the school environment, which produces a fair and transparent evaluation of teacher and principal effectiveness.

Teacher Evaluation

Classroom observations—announced and unannounced—are conducted by members of the TAP Leadership Team (principal, assistant principal(s), master and mentor teachers) four or more times a year. To ensure the rigor of these observations, the TAP Leadership Team must undergo training and initial certification and annual re-certification in the use of TAP’s classroom evaluation standards, known as the *TAP Skills, Knowledge and Responsibilities Performance Standards*, previously described in B(1) (see “Other Attachments” for an overview of the *Standards*). The table below illustrates one of the instructional indicators on the rubric.

“Academic Feedback” Indicator from the Instructional Portion of the TAP Rubric

5	3	1
<ul style="list-style-type: none">• Oral and written feedback is consistently academically focused, frequent and high-quality.• Feedback is frequently given during guided practice and homework review.• The teacher circulates to prompt student thinking, assesses each student’s progress and provide individual feedback.• Feedback from students is regularly used to monitor and adjust instruction.• Teacher engages students in giving specific and high-quality feedback to one another.	<ul style="list-style-type: none">• Oral and written feedback is mostly academically focused, frequent, and mostly high-quality.• Feedback is sometimes given during guided practice and homework review.• The teacher circulates during instructional activities to support engagement and monitor student work.• Feedback from students is sometimes used to monitor and adjust instruction.	<ul style="list-style-type: none">• The quality and timeliness of feedback is inconsistent.• Feedback is rarely given during guided practice and homework review.• The teacher circulates during instructional activities, but monitors mostly behavior.• Feedback from students is rarely used to monitor or adjust instruction.

The rubric is shared and explained with teachers during the early stages of TAP implementation, providing them with the standards to which they will be held accountable before they are evaluated. TAP teacher evaluations produce more than a score; before each announced visit, teachers have a “pre-conference” session with their evaluator to discuss expectations and

areas of focus. Then after all classroom observations, there is a ~~post~~-conference” session with the evaluator to discuss the findings. This cognitive coaching session offers teachers the opportunity to develop a plan for building on strengths and improving weaknesses. Evaluators must present evidence supporting the score they assigned to the teacher, further increasing the credibility, relevancy and transparency of the evaluation system. Additionally, the teacher must self-reflect and score each component of the lesson. As we will discuss in detail in B(4), TAP’s evaluation data management system automatically tracks scores to ensure inter-rater reliability.

Principal Evaluation

After the planning period, principals will be observed two or more times a year when leading TAP Leadership Team (TLT) Meetings. To ensure the rigor of these observations, they will be conducted by district TAP staff that will have undergone training during the planning period in how to use the research-based TLT Observation Rubric and successfully passed a certification test. The rubric will be available to principals and used as part of their professional development; thus, the rubric offers a fair, transparent and objective means to calculate principal effectiveness (see ~~Other Attachments~~” for a sample of one of the indicators on the rubric).

A 360-degree assessment will also be used to evaluate principal effectiveness as described in section B(1). In summary, this assessment tool is rigorous due to the multiple evaluators and evidence-based ratings. Its transparency and fairness are derived from the evidence-based ratings and freely accessible contents.

B(4): PBCS Includes a Data-Management System

[The following section fulfills Core Element D].

The TAP schools in this grant will manage their teacher and principal observations and performance-based compensation calculations using the Comprehensive Online Data Entry

system (CODE), a third party Web-based data management system. CODE, a sole source provider, is already in use at most TAP sites nationally. CODE's comprehensive data management system allows payout calculations to be managed automatically, rather than through spreadsheets. This eliminates human error from the calculations and transfer. To calculate payouts for teachers and principals, CODE warehouses data from classroom evaluations and final value-added scores at the classroom- and school-levels, and links these data to other human resource and payroll data.

Recruitment, employment status and retention data from KCS's human resource systems will be imported into a specially-designed data management protocol in CODE. The protocol will be matched to the records on teacher evaluations and value-added assessment data, and reported for use by KCS leadership. Along with capturing existing district-assigned identifiers for linking purposes with payroll and human resources, each teacher or principal record is assigned a unique identifier internal to CODE, which can be used to track data from each individual longitudinally across school years. CODE does not store personally identifiable student records and complies with the Family Educational Rights and Privacy Act (FERPA) and applicable Tennessee state and Knox County Board of Education privacy requirements.

CODE will produce a number of analytical reports summarizing teacher performance by whole staff, cluster, grade-level, subject-level, teacher type and individual teacher. The system also creates reports on ratings by evaluator, which are used to monitor inter-rater reliability and avert score inflation [CE C]. The generated analyses enable data-driven decision-making in setting school goals and targeting professional development. Additionally, this real-time record of teacher performance data will be integrated with KCS's human resources system to allow

information like the following to be tracked: how teachers from certain universities perform; why the highest performing teachers leave; and the complete work history of each teacher.

B(5): PBCS Incorporates High-Quality Professional Development Activities

[This section will address the entire “Professional Development” grant requirement].

Ongoing job-embedded professional development designed to support teachers in increasing their skills and effectiveness is an essential element of the TAP system. Professional development in TAP schools is provided by school-based expert master and mentor teachers, who have been selected to take on additional responsibilities based on their records of improving student achievement and successful work with adult learners [AR].

TAP schools structure their schedules to allow for professional development activities to take place during the school day. Every week, master and mentor teachers lead career teachers in “cluster groups,” small professional development sessions focused on instructional improvement for increasing student achievement and enhancing teacher capacity. Cluster groups are grade- or subject-specific and typically have 5-8 members. Professional development extends into each classroom as master teachers model lessons, observe instruction and support other teachers to improve their practice [CE E].

Due to the inherent differences of high schools, a few modifications will be made to TAP’s professional development to ensure successful implementation at the high school level. In TAP elementary and middle schools, master teachers do not teach their own class, and instead dedicate 100% of their time to being the instructional leaders in the school. The recommended ratio for master teachers is one master teacher per 15 career teachers. Therefore, due to the larger size of high schools, districts cannot afford to have the 100% release time for multiple master teachers that would be needed to satisfy the ratio. To address this funding challenge, master

teachers in the KCS high schools in this project will be considered “teaching” master teachers. Some of these master teachers will teach their own classes (two to three classes daily) in addition to providing support to mentor and career teachers.

TAP Addresses the Needs of Schools, Teachers and Principals

TAP professional development is based on: 1) the needs of students as identified through classroom assessments and student growth data; 2) the needs of teachers as identified through classroom observations, student growth data and student work; and 3) the needs of principals as identified through the needs of teachers and students and the school-wide growth. Data *from students in the project’s high-need schools* will be analyzed regularly during TAP Leadership Team (TLT) meetings and weekly cluster groups to ensure that the professional development remains focused on improving student outcomes [AP 3; CE E; CPP 4].

TLT Meetings. The TLT analyzes student and teacher observation data for persistent areas of weakness across the campus. These broad needs of the school inform the topics for weekly cluster meetings. For example, in schools with weak scores on reading comprehension, the TLT will utilize or create assessments to isolate specific sub-skills of reading comprehension (e.g., making inferences) [AP 3]. The TLT will monitor the research of specific student-based strategies, and ensure only those thoroughly vetted will be used in cluster implementation.

Cluster Groups. Master and mentor teachers have group settings (cluster meetings) and individual opportunities (model teaching) to help teachers build their skills. TAP cluster groups are focused on building teacher expertise with specific instructional strategies or tools applicable across the subject matter. The need for specific instructional strategies or tools is identified through analysis of student work from individual teachers’ classrooms. Master and mentor teachers use evaluation data (SKR score and value-added data) through CODE to analyze areas

for improvement across the faculty and for an individual teacher, and then address these areas of need in weekly cluster meetings [CE E; CPP 4].

These strategies help teachers focus on how students learn and what methods teachers can use to enhance their instruction. Master teachers use existing research and experts within and outside the TAP network to select student learning strategies. As stated by Craig Jerald, ~~“Importantly,~~ the new instructional strategies introduced during cluster meetings are not just “best practices” brought back from a conference, but rather carefully identified and adapted strategies that relate directly to the school’s improvement plan” (Jerald, 2009). Master and mentor teachers teach, or field-test, the strategies with students while systematically tracking progress in the targeted skill. This allows them to model the strategy effectively for teachers. A master teacher may field-test a strategy multiple times, adjusting the instruction until it results in growth for all students.

Additionally, teachers are required to administer pre- and post-assessments to their students so they can measure progress towards mastering the targeted skill. These assessments are focused on a specific student learning need and are aligned to the state assessment, which can provide teachers with predictors for how students will ultimately perform on the Tennessee Comprehensive Assessment Project (TCAP).

Other Support. All TAP teachers are provided the opportunity and resources to improve their skills and raise student achievement. This is particularly relevant for teachers who are not meeting the criteria for effectiveness. Professional development does not end with the cluster meeting as teachers also receive individualized support in their classrooms. This support is based on the needs of the teacher and may vary from lesson planning to a master or mentor teacher modeling the strategy in a teacher’s classroom. The value of this support is magnified and

consistent as the teacher receives guidance from the *same* master teacher throughout the year, ensuring that the master teacher, as the provider of professional development and evaluations, has had an active role in tracking the progress and needs of a specific teacher [CE E].

Teachers who have demonstrated ongoing effectiveness also benefit from this individualized attention. In their case, support from expert master teachers will serve to further hone their skills in the classroom [CE E]. Further, TAP leverages the talents of highly effective teachers. Teachers with sustained effectiveness have the opportunity to take on expanded roles and responsibilities as master and mentor teachers [AR].

Principal Need. The outcomes of principal evaluations—incorporating school-wide achievement growth, scores on the TLT Observation Rubric and the 360-degree assessment—will help KCS identify the needs of individual principals. Principals who are not deemed “effective” on the measures described earlier in this proposal will receive individual support and coaching from district and national TAP staff through site-based professional development, the national TAP Conference and Trainings and the TAP Summer Institutes (see “Additional Professional Development” for a description) to better understand the measures of principal effectiveness, and consequently, improve their skills and raise student achievement [CE E]. Principals who have demonstrated ongoing effectiveness have the potential to leverage their skills by providing trainings to other principals at the TAP Conferences and TAP Summer Institutes.

Additional Professional Development. In addition to weekly professional development, NIET provides ongoing technical assistance to all TAP sites, which improves the skills of principals, as well as master and mentor teachers, to support all teachers. As highlighted by Matthew Springer in his 2009 paper, “Technical Assistance and Compensation Reform,” the technical assistance provided by NIET has evolved from a purely face-to-face model, to one in which training

content is electronically delivered, to one that enables TAP participants to share information with one another (Lewis & Springer, 2009). In recent years, the expansion of TAP highlighted a need for making professional development materials easily accessible to all TAP sites. NIET thus developed the TAP System Training Portal,¹⁶ an interactive, Web-based professional development tool offering training materials on instructional strategies and the TAP Rubric. The portal provides a valuable resource to customize training to teachers' specific needs and obtain real-time access to the most up-to-date materials.

TAP's face-to-face technical assistance is carried out by highly trained NIET personnel who have the experience and training to respond to the varied and evolving needs of TAP schools. First, they provide leadership teams at new TAP schools with initial Core Trainings. Second, each summer NIET offers TAP Summer Institutes in several locations, which provide intensive training for leadership teams. NIET's expert trainers also serve schools through the annual National TAP Conference and Training, where key personnel from TAP schools nationwide are gathered for in-depth training.

Alignment of Professional Development and Evaluation

The foundation of evaluations *and* teacher support is the *TAP Teaching Skills, Knowledge and Responsibilities Performance Standards*. These standards are clearly articulated to all TAP teachers through early training and ongoing professional development. The rubric established in the *Standards* provides a common language for teachers and administrators to describe and plan quality instruction as well as evaluate classroom instruction [CE E].

¹⁶ For a more detailed explanation of the TAP Training Portal, see "Other Attachments."

The TAP system intentionally aligns its measures of effectiveness and professional development. Each time a teacher participates in a TAP cluster group or discusses classroom practice with a master teacher, the rubric guides the conversation. In addition, student achievement growth measures, in combination with results from evaluations, guide the topics of discussion. Thus, professional development becomes the mechanism to support teacher and principal understanding of the measures and to guide them in using the outcomes to improve their practice [AP 3; CE E].

District TAP leaders, principals, master and mentor teachers are trained to support teachers in the analysis and use of value-added data. Teachers and principals also receive individual briefings from district TAP staff on their individual and school-wide value-added results as part of the communications process around the measures and calculation of performance compensation. These individual meetings occur annually, before any educator receives performance-based compensation [CPP 4; CE E].

Increasing Teacher and Principal Capacity to Improve Student Growth

State and district analyses of TAP teacher evaluation data show that teachers improve their skills throughout the year due to TAP's effective support system. By identifying specific areas of improvement with detailed evidence from a teacher's instruction and concrete examples to address these areas, the rubric helps teachers to improve and, as a result, leads to higher quality instruction [CE E]. This improvement in teacher skills is also correlated to student growth. As shown in the chart in B1(i), higher observation scores for teachers during the school year are associated with higher value-added scores for their students at the end of the year.

TAP also increases the capacity of principals to effectively lead the schools through the development of the TAP Leadership Team (TLT). The TLT is structured so that the principal

shares responsibility for instructional leadership with master and mentor teachers. They share responsibilities for developing and monitoring the school's goals and academic plan; planning and implementing weekly "cluster group" meetings; analyzing student data; teacher evaluation and conferences; and monitoring individual teachers' professional growth [AR].

Assessing and Improving Professional Development

The quality of professional development delivery will be monitored on an ongoing basis as well as on a more formal, annual basis. In addition to the ongoing work of the TLT to monitor and improve professional development, the KCS district TAP staff will regularly conduct site visits to assess the effectiveness of a school's professional development and provide suggestions for improvement. Further, NIET conducts an annual School Review, which includes an in-depth qualitative and quantitative analysis of fidelity to TAP implementation. Professional development is a key area of observation in this review. The review concludes with a set of recommendations addressing strengths in professional development and areas needing improvement. This information will be used to shape future trainings at the school site.

Selection Criterion C: Adequacy of Support for the Proposed Project

NIET will be the fiscal agent for the proposed TIF grant. The roles and responsibilities of the partner LEA, KCS, are noted in the "TIF Project Timeline" later in this section and in the memorandum of understanding (see "Letters" attachment). The management plan describes NIET's management structure for implementing this project. As part of this plan, NIET and KCS will maintain performance-based compensation for teachers and principals in the high-need schools under this grant for the five years of the TIF project period [AER].

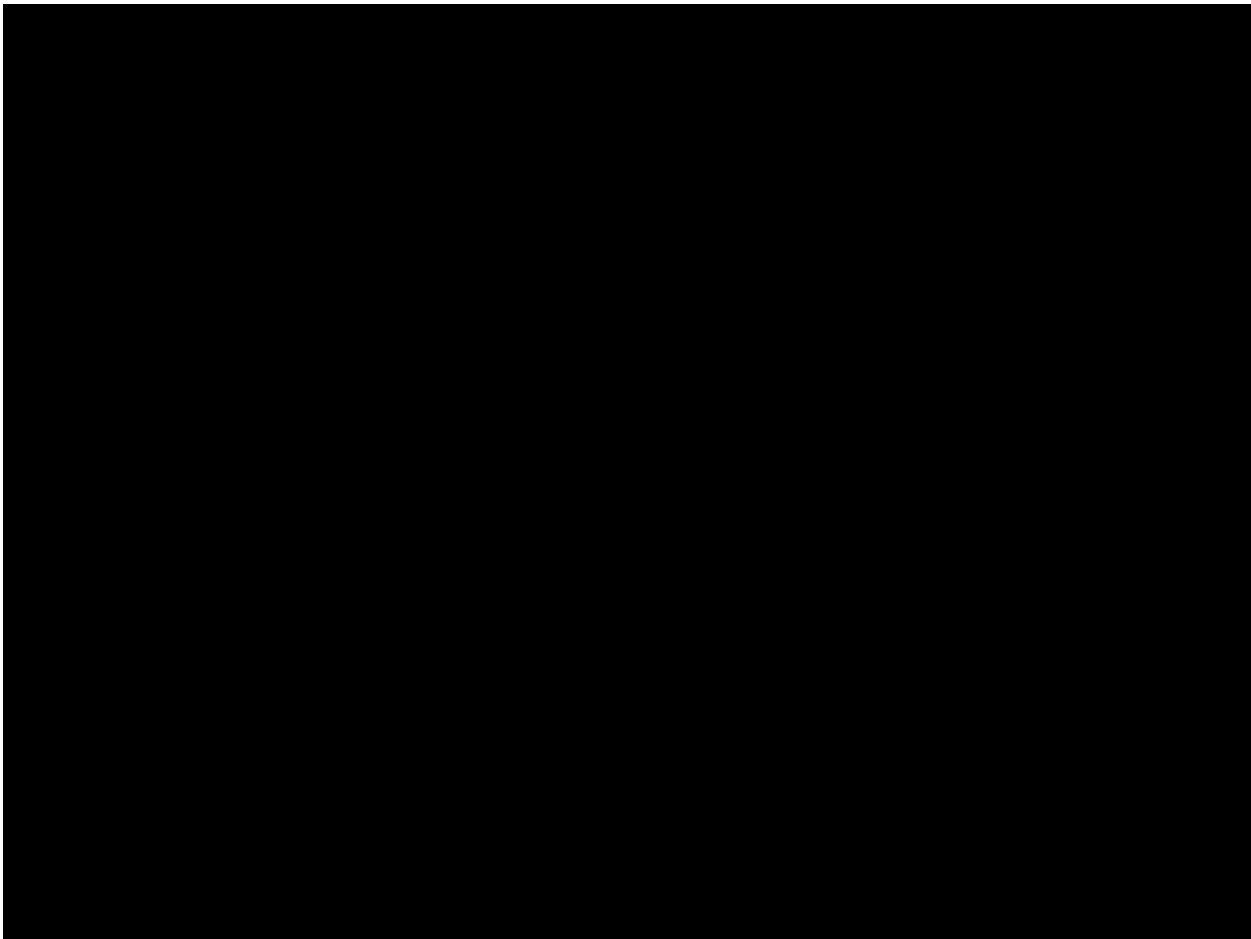
C(1): The Management Plan

The management plan for this TIF grant is designed to fulfill the goals and objectives of this project on time and within budget. Oversight, management and coordination of this project will ultimately be the responsibility of the TIF Project Director (Jason Culbertson, see C(2) for qualifications and responsibilities) who will oversee and administer the grant. This will include three subsets of activities to ensure the goals and objectives are achieved on time and within budget: **oversight** of grant execution; **management** of grant activities; and **work** to implement the TAP system in KCS. Within these subsets are key project personnel from NIET and new positions that will be hired to work in the district.

In addition to these personnel, upon notification of funding NIET will convene a TIF Advisory Board that will include: NIET's President (or designee); the TIF Project Director; the District TAP Director; a representative from the Tennessee Department of Education; a representative from the Knox County Education Association (KCEA); the President of the Great Schools Partnership; the superintendent (or designee) from KCS; and a principal and teacher representative. The TIF Advisory Board will meet annually to provide a consistent platform for systematic review of the status and improvement of the TIF project. Based on the Board's findings and with approval of the U.S. Department of Education (ED), changes or adaptations will be made in the TAP system's implementation to guarantee that all of the project's objectives are met. In addition, NIET and KCS will establish quarterly communications to monitor progress, ensure implementation is on track and address any challenges KCS may be facing.

The following chart illustrates the management structure for this TIF project. The responsibilities of the key personnel in the chart will be shown in the following "TIF Project Timeline" and explained, along with their qualifications, in section C(2).

TIF Management Chart



NIET has served as the fiscal agent to a number of other large grants and will use the same strategies to manage this grant as have been successfully employed in the past. NIET will use routine cost-control mechanisms that involve work and budget planning and systematic review. NIET believes that paramount to effective control of any project's costs are detailed work and budget planning, coupled with systematic reviews of actual performance against those plans and the ability to make adjustments as required. Actual accomplishments and their costs will be compared to the planned work flows and budgets. Each quarter, NIET will generate financial reports for KCS. These reports will allow NIET to closely monitor expenditures and make sure the project is within budget.

The following timeline demonstrates our plan to fully develop the TAP Leadership Team (TLT) Observation Rubric as part of Core Element C. The chart shows milestones for implementing this Core Element during the 10-month planning period [PPP].

Planning Period Timeline

<i>Project Tasks</i>	<i>Responsible Parties</i>	<i>Deadlines</i>
Core Element C		
KCS and NIET will provide specialized training to district TAP leaders on the TLT Observation Rubric including videos for inter-rater reliability and a certification test.	Project Director (PD), NIET	November 2010
District TAP leaders will field-test the rubric in the four <i>existing</i> TAP schools in KCS.	PD, District TAP Director (DTD), District Executive Master Teacher (DEMT)	January 2011
After the above field-testing, NIET will meet with district TAP leaders to examine the TLT Observation Rubric and suggest any adaptations.	PD, DTD, NIET	March 2011
District TAP leaders and NIET staff will conduct at least two practice principal observations on the four <i>existing</i> TAP principals based on the amended TLT Observation Rubric.	PD, DTD, DEMT, NIET	May 2011
NIET and District TAP leaders will meet to make any final adaptations to the TLT rubric and use the practice scores accumulated during the previous semester to simulate hypothetical bonus awards for the <i>existing</i> KCS TAP administrators, as well as compare the scores to the value-added student achievement scores in each building.	PD, DTD, DEMT, NIET	June 2011
Provide training to principals and master teachers in the new TIF schools on the TLT rubric as part of TAP Core Training.	PD, DTD, DEMT	July 2011
KCS and NIET will demonstrate to the Secretary of ED that all five core elements are in place [PPR].	PD	July 2011

The following timeline outlines our plan to fulfill the TIF grant's goals and objectives on time and within budget. The table includes: project goals and measurable objectives; milestones

for accomplishing project tasks; and responsible parties. As noted in the timeline, the activities also plan for the project's sustainability in KCS after the project period.

TIF Project Timeline

<i>Project Tasks</i>	<i>Responsible Parties</i>	<i>Milestones</i>				
		<i>Y1</i>	<i>Y2</i>	<i>Y3</i>	<i>Y4</i>	<i>Y5</i>
Steps to fully implement the TAP system in KCS						
Note: These steps are required to implement TAP with fidelity in order to achieve the goals of the grant.						
The district will sign a memorandum of understanding with NIET and other parties, as applicable. (ST) ¹⁷	NIET, District Administration (DA)	x				
Hire Grant Coordinator, District TAP Director and District Executive Master Teacher.	NIET, DA	x				
Establish a TIF Advisory Board to meet annually to assess the progress of meeting the stated goals of the TIF grant in KCS.	Project Director (PD), DA	x	x	x	x	x
Schools must solicit approval through a vote for TAP implementation from a consensus of 75% of faculty. (ST)	DA, Schools	x				
TAP schools will sign a form releasing student-level test data. In addition, each TAP school is required to make arrangements to have school-level and classroom-level value-added calculations done through TVAAS.	DA, Schools	x				
Participating schools will restructure the school schedule to allow for ongoing applied professional growth activities to take place during the school day. (ST)	DA, Schools	x				
The TAP Leadership Teams (TLT) of each school will meet with a NIET representative to review: cluster group assignments and schedule; roles and responsibilities; TLT meeting expectations; and preparations for the Startup of School Workshop.	TAP Leadership Teams (TLT), NIET	x				
Schools complete TAP Core Trainings. (ST)	TLT, NIET	x	x			
Members of the school TLT will attend the TAP Summer Institute. (ST)	TLT	x	x	x	x	x

¹⁷ –ST” indicates that a particular milestone contributes to the project’s sustainability.

Members of the school TLT will attend the annual National TAP Conference and Training. (ST)	TLT	x	x	x	x	x
All participating schools receive a School Review. (ST)	NIET, Schools		x	x	x	x
KCS will work with NIET to implement the communications plan to disseminate information about TAP and the success of the schools to key stakeholders. (ST)	DA, PD, District TAP Director (DTD), Grant Coordinator (GC), NIET	x	x	x	x	x
KCS will host a High School TAP Summit to help refine TAP implementation in KCS high schools and share best practices.	PD, DTD		x		x	
KCS will work with NIET to develop a plan for sustaining and expanding TAP beyond the life of the grant. (ST)	GC, DA, PD, DTD	x	x	x	x	x
Goal 1: Increase the percent of effective teachers through incentives, career advancement, evaluation and professional development						
Measurable objectives: 1) Increase the percent of effective teachers as defined within this proposal; 2) Increase the percent of effective teachers retained each year; 3) Increase the recruitment of teachers who are effective or likely to be effective						
Establish a Staffing Committee for master and mentor teacher selection and accountability.	District Executive Master Teacher (DEMT), DTD, DA, Union	x	x	x	x	x
Each TAP school conducts a staff meeting to review TAP's Multiple Career Path opportunities. The mentor and master teacher roles, responsibilities and qualifications, along with the interview and selection process, are reviewed.	Schools	x				
All master and mentor teaching positions are posted and applications may be sent to the district personnel department.	Staffing Committee	x				
Mentor and master teacher applications are reviewed by the Staffing Committee. A pool of qualified candidates will be developed. Committee members will interview and select these teachers from the pool of qualified candidates.	Staffing Committee	x				
Master and mentor teachers will sign addendums to their contract, outlining the responsibilities, job descriptions and compensation.	School	x				

Participating schools will provide ongoing applied professional growth activities to teachers.	TLT	x	x	x	x	x
KCS will ensure that evaluators are trained and certified, and recertified annually to ensure ratings align with national raters and value-added measures.	DA, Schools	x	x	x	x	x
All teachers will have received a minimum of four classroom evaluations and associated post-conference sessions.	TLT	x	x	x	x	x
KCS will reward effective teachers in participating schools with performance-based compensation. (ST)	DA		x	x	x	x
KCS will award recruitment and retention bonuses to teachers of hard-to-staff subjects in high-need schools.	DA		x	x	x	x
Goal 2: Increase the percent of effective principals through incentives, evaluation and professional development						
Measurable objectives: 1) Increase the percent of effective principals as defined within this proposal; 2) Increase the percent of effective principals retained each year						
District TAP staff and NIET will provide professional development for principals.	DA, DEMENT, NIET	x	x	x	x	x
KCS will ensure that evaluators are trained.	DA, Schools	x	x	x	x	x
All principals will have received a minimum of two observation evaluations and will receive a 360-degree assessment of principal effectiveness.	DA, Schools, DEMENT		x	x	x	x
KCS will reward effective principals in participating schools with performance-based compensation. (ST)	DA		x	x	x	x
Goal 3: Improve student achievement						
Measurable objectives: 1) Achieve a year or more of student growth at the school level as defined within this proposal; 2) Demonstrate progress on state measures of student achievement						
All prior project tasks apply.						

C(2): Qualifications and Responsibilities of the Project Director and Key Personnel

NIET, with KCS, has assembled an exceptionally well-qualified team of managers and other personnel who will complete their project responsibilities on time and within budget. The qualifications of the staff described below represent the full range of skills to guarantee quality and timely work on all project tasks. The time commitments these key personnel will devote to

this grant are adequate to implement the project effectively. Resumes for key personnel showing their relevant training and experience are included in –Other Attachments.”

Jason Culbertson, currently NIET’s Senior Vice President of School Services, will serve as the Project Director (PD), devoting 50% of his time to the successful implementation of this project. The PD will: oversee all aspects of TAP operation in KCS; assist in aligning TAP implementation and this grant effort to the long-term strategic plan of KCS; lead annual advisory board meetings; work closely with NIET senior management and KCS district administration to select, train and supervise the new positions hired under this grant; provide on-site technical assistance as needed; provide training on the TLT Observation Rubric to TAP district leaders; and work with KCS to help them attract high caliber teachers and principals.

Mr. Culbertson was previously the Project Director for a South Carolina TAP Teacher Incentive Fund grant, showing his experience managing a federal grant. Mr. Culbertson’s experience with TAP began as he worked his way up the career path within TAP schools, advancing from a career teacher to master teacher. Prior to his current work at NIET, Mr. Culbertson was the Executive Director for South Carolina TAP for four years. In this capacity, he provided technical support to schools, grant management and oversight, as well as budget creation and implementation. NIET believes that his 50% time commitment to this project coupled with his qualifications and credibility within the TAP system will allow him to serve as an effective Project Director for this grant.

The additional key NIET personnel involved in the management and work of implementing TAP in KCS include: Gary Stark, President; Tami Schiff, Senior Vice President; Kristan Van Hook, Senior Vice President; and Glenn Daley, Senior Researcher.

As President and Chief Executive Officer, Dr. Gary Stark is responsible for the management, operations and performance of NIET. He works closely with NIET senior staff to oversee activities related to the implementation and advancement of TAP across the country, including KCS if funded under this proposal. Dr. Stark will provide in-kind services as needed.

Dr. Tamara Schiff, NIET Senior Vice President, will work with the PD to provide fiscal and administrative oversight of the project. Dr. Schiff has led the administration of federal and private grants totaling over \$30 million. She is currently the Project Director for NIET's Teacher Incentive Fund grant, which has consistently achieved its milestones on time and within budget. Dr. Schiff will dedicate 10% of her time to ensure proper oversight of the grant.

As Senior Vice President, Kristan Van Hook develops and implements strategies to build support for NIET's education initiatives, and will have this role for the TIF grant. This will include developing and executing strategies for communicating the projects results to policymakers, practitioners and the public. Ms. Van Hook has over 20 years of experience in government and public policy. She will dedicate 10% of her time to provide communications management to this grant, which is adequate to fulfill the project's communication efforts.

Glenn Daley is responsible for carrying out internal research activities for NIET and TAP, including oversight of data collection and systems. He will serve as a liaison to the grant's local evaluator and will be responsible for oversight of the evaluation. Prior to joining NIET, Mr. Daley worked for over five years in the program evaluation and research branch of the Los Angeles Unified School District (LAUSD). Mr. Daley will spend 15% of his time to ensure that the local evaluation is carried out effectively.

NIET and KCS will also be hiring three new positions to support this TIF grant project. First, a Grant Coordinator who will work with the Project Director on all requirements of the

grant including: daily grant operations; monitoring expenditures on current awards; communicating regularly with KCS business offices; and serving as administrator of the grant. NIET and KCS will seek applicants who have a Bachelor's Degree in Business Administration or an equivalent combination of training and experience; strong computer and organizational skills; and previous experience with grants administration. This position will devote 50% of their time to this project, which will be adequate to carry out the responsibilities mentioned above.

Additionally, a District TAP Director (DTD) who will be based in the district and be responsible for overseeing the implementation of TAP in KCS, as well as providing on-site support for the teachers and administration at each school. The DTD will focus on delivering technical assistance and addressing the specific needs of the high schools in this grant. NIET and KCS will seek individuals with at least five years of K-12 classroom teaching experience (preferably with experience in a TAP high school); K-12 school administrative experience, preferred; master's degree in education, preferred; knowledge of curriculum development and best instructional practices; and the ability to work with administrators and teachers in a diverse cross-section of schools. This position will devote 100% of their time to this project.

Finally, a District Executive Master Teacher (DEMT) who will be based in the district. The DEMT will be responsible for training school-based leadership teams and conducting regular site visits. The DEMT will spend 100% of their time at the school site working directly with master and mentor teachers to anchor the training process. KCS, with the assistance of NIET, will seek applicants who have at least five years of classroom teaching experience, preferably as a master teacher in a TAP school; master's degree in education, preferred; demonstrated expertise in curriculum development, test analysis, mentoring and professional development; and the ability to work with faculty in a diverse cross-section of schools.

NIET's Qualifications and Past Success Improving Student Achievement

While the previous section focused on the individual qualifications of key personnel, this section will address the qualifications of NIET as an organization to improve student achievement and successfully implement a TIF project.

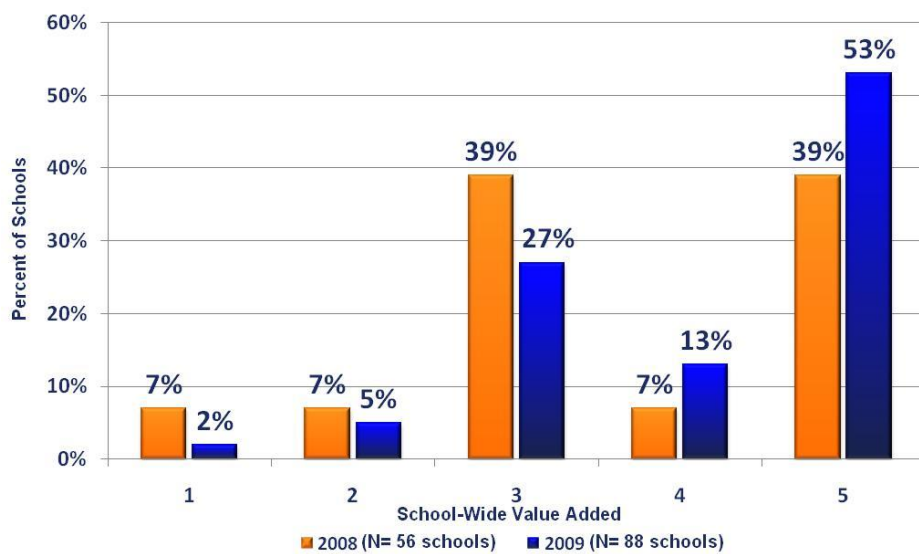
NIET is fully capable of achieving the goals set forth in this grant as evidenced by student achievement outcomes from the past decade of TAP implementation in partnership with LEAs. TAP offers a proven method for significantly improving student achievement that is necessary to get high-need schools on track to reach or exceed proficiency goals and close achievement gaps. Three studies (Kim & Daley, 2010; Springer, Ballou, & Peng, 2008; Solmon, White, Cohen, & Woo, 2007) using independently provided multi-state data have shown that TAP schools outperform similar non-TAP schools.¹⁸

Additionally, student achievement in TAP schools is growing every year as evidenced in the states of Louisiana, Texas and South Carolina. The chart on the next page shows that an outstanding 93% of TAP schools in those states achieved at least a year's worth of growth in 2009 (value-added score of 3, 4 or 5), up from an already impressive 85% in 2008. Further, more than half of all TAP schools in these states received a value-added score of 5 in 2009, representing *significantly more than a year of student growth*.¹⁹ For a school to score this well means that its achievement growth rate is significantly higher than the average for similar students in other schools.

¹⁸ These value-added studies involve comparison groups on two levels: students are compared to very similar students in the same states, and then TAP schools are compared to very similar non-TAP schools, resulting in a high level of validity for attributing growth to TAP.

¹⁹ Data provided by SAS® EVAAS® for K-12, the leading provider of value-added statistics in American education.

TAP Schools Show Impressive Student Growth



NIET, a nonprofit organization, has previously received funding through a TIF partnership with an LEA, the Algiers Charter Schools Association (ACSA) in New Orleans, Louisiana. NIET is currently the fiscal agent for the [REDACTED] TIF grant in ACSA. To date, grant money has been spent on schedule, NIET has complied with all reporting requirements in a timely manner, and NIET received a Year 2 Monitoring Report which provided strong commendations for Data Quality, Communications and Stakeholder Engagement and Information Technology. U.S. Department of Education monitors had no recommendations for improvement in the Programmatic Findings or in Fiscal Issues.

The ACSA serves a high-need student population where 87% of students qualify for free or reduced-price lunch, yet has achieved impressive growth in student achievement under NIET's TIF grant. In the 2008-09 school year, five of the eight ACSA schools achieved *significantly more* than a year's academic growth. Two schools accomplished *more than* one year of student achievement growth and one demonstrated a solid year's growth. Further, the 2008-09 school year was the *second consecutive year of significant growth* in student achievement for

half of the ASCA schools, an outstanding achievement for a charter organization with high-need students. These positive findings confirm the experience and capacity that NIET has to manage, monitor and serve as the fiscal agent to a multi-million, multi-year grant in partnership with an LEA serving high-need schools. According to Competitive Preference Priority 6, for this TIF grant, NIET is applying to work with a different eligible LEA, KCS, to use new TIF funds for the costs of implementing performance-based compensation in high-need schools that have not previously received TIF funds [CPP 6].

C(3): Funds to Support the Proposed Project

NIET and KCS developed the budget for this project to build toward sustainability beyond the length of the grant.²⁰ To demonstrate their commitment to TAP and to fulfill Absolute Priority 2, KCS will use non-TIF funds to take over an increasing share of performance-based compensation each year. KCS will adopt 10% in Year 2, 15% in Year 3 and 20% in Year 4. By the final year of the grant (Year 5), the district will fund **40%** of performance-based compensation with funds provided by the Great Schools Partnership. The district will also provide for an increasing share of the recruitment and retention bonus from the district general fund at the same matching increments. Performance-based compensation is one of the largest components of the TAP budget; therefore, KCS is demonstrating its commitment to implementing the TAP system by shouldering these costs [AP 2].

As will be shown in C(4), NIET has projected that the costs for three years beyond the project period will be lower than during the grant period. This lower cost after the grant period ends makes fiscal sustainability more realistic. Further, given the increasing share of

²⁰ See the “Budget Narrative” for the detailed, five-year project budget.

performance-based pay funded by non-TIF funds over the course of the grant, KCS will be better positioned to take on all costs once the grant period has ended.

KCS is also working to reallocate the following existing federal, state, local and in-kind funds to support the implementation of TAP beyond the term of the grant [AP 2].

Federal/State Funds. KCS has indicated the potential to support TAP with Title I funds, including Title I ~~–Professional Development~~” funds, after the project period. The district could dedicate the money from the initial Title I allocation for performance pay and allocate the balance to the neediest schools. KCS could also use Title II funds, including Title IIA funds under the ~~–Highly Qualified Program,~~” to support TAP. The table below illustrates potential federal and state funding sources²¹ for the cost of TAP implementation after the grant [AP 2].

Source	Amount Available
Title I Total	\$13,867,186
Title I Professional Development	\$246,518
Title II Total	\$2,648,799
Title II Highly Qualified Program	\$392,433

Local/In-Kind Funds. For this project, KCS has allocated \$5,085,199 as in-kind to fund the additional master teachers needed in each school to effectively implement the TAP model. This contribution represents 17.3% of the entire personnel and fringe budget. These funds will be available throughout and after the life of the TIF grant. Clearly, KCS is making TAP a priority and reallocating existing resources to supplement potential TIF funding and sustain implementation. Additionally, the MOU signed by the Superintendent and the Chair of the Board of Education indicates that they will commit resources to sustain TAP once the grant funding ends (see ~~–Letters~~” attachment) [AP 2].

²¹ Based on the Fiscal Year 2009-10 Knox County Schools district allocations.

The Great Schools Partnership committed five years of funding to support the *existing* four TAP schools. Based on this financial support to implement TAP in the past and their commitment to provide funds for this grant, it is clear that the Great Schools Partnership is dedicated to the ongoing funding and sustainability of TAP in KCS. The President of the Great Schools Partnership has signed a letter that states his commitment to providing funds for this project and indicates his support of TAP in KCS schools (see ~~Letters~~” attachment) [AP 2].

C(4): Requested Grant Amount and Project Costs Are Sufficient and Reasonable

NIET has projected costs associated with the development and implementation of TAP during the project period and three years beyond according to Absolute Priority 2.

NIET and KCS request \$26,471,362 over five years to implement TAP in 13 schools in the district. The district has agreed to fund \$7,712,215 over the life of the grant including the performance-based compensation cost-share and in-kind contributions [AP 2].

Total Project Costs (Requested Grant Amount and Total Match)

ED 524 Category					
Fringe	\$				1,413,821
Travel					\$98,970
Equipment	\$0	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0	\$0
Contractual					
Other	\$				
Indirect Costs	\$				
Total Project Costs	\$982,132	\$8,212,603	\$8,277,761	\$8,345,348	\$8,365,734

These costs are sufficient to attain the project goals and reasonable in relation to the objectives and design of the project. Over its decade of experience working with districts, NIET has refined the costs of TAP and has built many budgets that were sufficient and reasonable to

achieve project goals. The goals set for this project require the full implementation of the TAP system, and the costs projected reflect the full implementation of TAP. A detailed explanation of the budget and all project costs is located in the ~~Budget Narrative.~~” In further accordance with Absolute Priority 2, NIET and KCS have accepted the responsibility to provide performance-based compensation to teachers and principals who earn it under the system [AP 2].

NIET and KCS have projected that the cost of sustaining TAP for three years beyond the grant will be approximately \$ [REDACTED] annually. NIET has found that after five years, the cost of implementing TAP decreases. Specifically for this grant, the following costs will diminish after the project period. After the initial five years, KCS TAP schools will have built instructional capacity among the faculty members; thus, KCS will be able to reduce the number of master and mentor teachers needed. Also, the cost of recruitment and retention bonuses will be minimized as TAP will improve teacher retention. The role of NIET support will lessen as the district will have built training capacity. Consequently, it is projected that the costs of implementing TAP in KCS will be reduced after the project period, contributing to this project’s fiscal sustainability. As noted in C(3), these projected costs of maintaining TAP in KCS will be covered through the reallocation of existing federal, state, local and in-kind funds [AP 2].

Selection Criterion D: Quality of Local Evaluation

This project will be evaluated by a third-party professional evaluator with the capacity for working with both qualitative and quantitative data. The purpose of the evaluation will be twofold: first, to provide feedback for continuous improvement in the implementation and operation of TAP in the project schools; and second, to provide an analysis of the evidence that the project is achieving its objectives and goals. The evaluator will assess progress toward and accomplishment of all of the outcome measures identified in this proposal, as described below.

In addition, the evaluator will study the implementation of TAP in the project schools during the length of the grant, including differences in fidelity to the TAP model between schools. The evaluator will also examine the intermediate attitudinal and behavioral outcomes among teachers and principals that are expected to lead to changes in student outcomes as a result of the project.

D(1): Includes the Use of Strong and Measurable Performance Objectives

The evaluation will collect and analyze the following measures of performance related to the goals of the project.

For Goal 1 (increase the percent of effective teachers through incentives, career advancement, evaluation and professional development), the objectives and measures are:

1. *Increase the percent of effective teachers as defined within this proposal.* The evaluator will measure teacher effectiveness using the same three indicators on which incentives are based:

Skills, Knowledge and Responsibilities (SKR) scores, value-added measures of student growth at the classroom level and value-added measures of student growth at the school level. The evaluator will have access to specific SKR data for each classroom observation occasion and each dimension of instruction, *i.e.*, the data underlying the overall SKR score for each teacher. The evaluator will also utilize the underlying value-added scores on each subject and not just the composite 1-5 score on which incentives are based. Using the underlying SKR and value-added scores will enable the evaluator to conduct nuanced and statistically powerful analyses of teacher performance on multiple dimensions.

In addition to measuring the percent of effective teachers, the evaluator will investigate relationships between incentives, professional development and teacher performance. The evaluator will collect and analyze data on the attitudes of teachers toward incentives and other

elements of the project, and on the quality of professional development and its relationship to changes in instruction.

2. Increase the percent of effective teachers retained each year. The evaluator will calculate retention rates using administrative data on staff changes, including exit interview data, and will assess the effectiveness of retained teachers using the data described above for objective 1. This analysis will match retention data with performance data from CODE to examine differences in retention between lower- and higher-performing teachers.

3. Increase the recruitment of teachers who are effective or likely to be effective. The evaluator will assess the performance of newly hired teachers at the end of their first year using the data described above, and will analyze their on-the-job performance in the context of their professional qualifications and experience prior to hiring. The evaluator will examine qualification data on applicants as well as hired teachers to assess the quality of the applicant pool attracted by the schools in the project. The evaluator will also use survey and interview data to examine the perceptions of both principals and newly hired teachers regarding the effect of TAP on recruitment quality.

For Goal 2 (increase the percent of effective principals through incentives, evaluation and professional development), the objectives and measures are:

1. Increase the percent of effective principals as defined within this proposal. To measure the effectiveness of principals, the evaluator will make use of the 360-degree assessment data described in this proposal, the TLT Observation Rubric scores and school-wide value-added student growth outcomes. The evaluator will examine the relationships between TAP elements, principal leadership and school performance using survey, interview and other qualitative data.

2. *Increase the percent of effective principals retained each year.* Given the moderate number of schools involved in the project, the evaluator will be able to analyze principal retention and turnover on a case-by-case, year-to-year basis in the context of the effectiveness data described above. Using survey, interview and other qualitative data, the evaluator will analyze the relationships between TAP elements, performance and principal retention.

For Goal 3 (improve student achievement), the objectives and measures are:

1. *Achieve a year or more of student growth at the school level as defined within this proposal.*

The evaluator will analyze school-level value-added indicators of student achievement gains on standardized assessments as provided by the Tennessee Value-Added Assessment System (TVAAS). In addition to reporting school progress on this goal, the evaluator will use underlying growth scores for each subject, grade and student subgroup to provide nuanced feedback on the differentiated impact of TAP as well as relationships between impact and implementation measures.

2. *Demonstrate progress on state measures of student achievement.* The evaluator will examine annual state accountability measures for each school in the project. In addition to measuring overall school progress, the evaluator will use state achievement data disaggregated by subject, grade and student subgroup to complement the value-added analysis of student growth and its relationship to TAP implementation. Data on changes in the percent of students in each proficiency band will also enable an analysis of how TAP affects students at different achievement levels within these schools.

D(2): Will Produce Evaluation Data that are Quantitative and Qualitative

The evaluation will provide both quantitative and qualitative data in the following categories:

(a) Student achievement and state accountability data (including disaggregated scores) will be provided by KCS. Value-added data (including underlying scores and standard errors) will be provided by TVAAS. (b) Teacher and principal evaluation results will come from the CODE data system used by TAP schools, including the detail for each classroom observation and principal performance survey. (c) The evaluator will obtain administrative data regarding teacher and principal recruitment and retention, including exit interview data, from KCS and participating schools. (d) Survey data on teacher and principal attitudes and perceptions will result from the annual TAP web survey conducted by NIET nationally. This survey focuses on attitudes toward the specific elements of TAP and perceptions of the quality of TAP implementation on multiple dimensions. Additional local surveys will be conducted by the evaluator to address questions specific to this project. (e) Interviews and focus groups of TAP teachers and principals will complement and expand upon survey data about attitudes and perceptions. The evaluator will analyze data from these activities using grounded theory methods to identify themes that characterize TAP implementation in these schools. The evaluator will be able to triangulate among multiple perspectives on the process of change within schools. (f) The evaluator will conduct on-site observations of classrooms and cluster group meetings. These observations will provide data on the quality of instruction and the quality of the professional development process, as indicators of the intermediate changes required to impact student outcomes. (g) The evaluator will have access to samples of student work, cluster group records, leadership team records, teacher individual growth plans and other artifacts of the process of change in the schools. (h) NIET will provide annual School Review data to the evaluator. These scores measure the quality and consistency of TAP implementation in a school. These ratings are

conducted by experienced TAP staff from outside of the school, using quantitative and qualitative rubrics.

D(3): Includes Adequate Evaluation Procedures for Ensuring Feedback and Improvement

The evaluation will be "utilization focused" (Patton, 2002), meaning that the evaluator will provide feedback in order to make the project more successful, sustainable and replicable. The evaluation will include regular communications between the evaluator, NIET and KCS. An NIET staff member and a KCS staff member will be designated as contact persons for communications with the evaluator. The evaluator and NIET and KCS representatives will hold update meetings or conference calls at least quarterly to review plans, progress and preliminary data. The evaluator will provide an annual report to NIET and KCS presenting and analyzing key data regarding project implementation, progress toward objectives and intermediate outcomes if applicable. The evaluator will provide an initial draft of this report in early fall of the school year following the year covered by the report, in order to support improvements in the operation of the project. When value-added achievement data become available, typically later in the year, the annual report will be updated to reflect such data. At the conclusion of the grant period, the evaluator will assess the overall accomplishment of goals. The evaluator will also provide an analysis of lessons learned for the sustainability of TAP in these schools as well as for the possible expansion of TAP within KCS and the future implementation of TAP at other sites.

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Project Narrative

High-Need Schools Documentation

Attachment 1:

Title: **High-Need Schools Documentation** Pages: **1** Uploaded File: **High-Need.pdf**

High-Need Schools Documentation

Percent of Students at School Eligible for Free or Reduced-Price Lunch (FRPL) Subsidies: 2009-10 School Year

Project Schools	% FRPL
K-5 Schools	
Belle Morris Elementary	85%
Dogwood Elementary	86%
East Knox Elementary	67%
Sarah Moore Greene Elementary	95%
Spring Hill Elementary	85%
6-8 Schools	
Carter Middle	57%
South Doyle Middle	66%
Vine Middle	89%
Whittle Springs Middle	86%
9-12 Schools	
Austin-East High	93%
Carter High	51%
Central High	53%
South Doyle High	54%

Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **Letters** Pages: **21** Uploaded File: **Letters.pdf**

Teacher Incentive Fund Partnership Memorandum of Understanding

This is a memorandum of understanding (MOU) between the National Institute for Excellence in Teaching (hereafter referred to as "NIET") and the Knox County Schools (hereafter referred to as "KCS").

The purpose of the partnership is to develop and implement TAP™: The System for Teacher and Student Advancement (TAP), a project that will be funded in part through a federal Teacher Incentive Fund (TIF) grant. Additional funding will be provided through KCS in order to support the full implementation of TAP. TAP is a comprehensive performance-based compensation system for teachers and principals to help increase educator effectiveness and improve student achievement in KCS's participating high-need schools. NIET will work with KCS to fulfill the project goals that are included in the TIF project.

KCS will agree to the following terms throughout the grant award period (2010 – 2015).

1. Intentionally implement the four TAP elements outlined in the *TAP Implementation Manual* and further defined by the TAP CORE Training Standards. The partner will carry out the essential reform elements simultaneously using the TAP planning and implementation materials, resources and trainings provided by NIET;
2. Commit to hiring effective candidates to participate in all grant activities;
3. Implement the TAP system with fidelity to the model as measured annually by NIET School Reviews;
4. Promote and participate in the specific activities listed in the TIF grant;
5. Work in collaboration with NIET on all grant activities;
6. Give priority to accomplishing the activities in collaboration with NIET;
7. Immediately report to the Project Director and/or Principal Investigator any misdeed, deficiency or inability to fulfill any KCS responsibilities;
8. Adopt consistent policies across participating TAP schools;
9. Commit resources to sustain TAP once the grant funding ends.

NIET agrees to perform the following activities:

1. Assign specific staff to serve as a liaison to KCS;
2. Promote and participate in the specific activities listed in the TIF grant;
3. Work in collaboration with KCS on all activities;
4. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested.

Term of MOU

The term of this MOU will begin on the date that the TIF grant award becomes effective and continue through the duration of the award.

Applicable Law

This MOU will be governed by the laws of the State of California.

Amendments

Any change to this MOU will be preceded by a written amendment signed by both parties to this MOU. An amendment is required:

1. Whenever the term of this MOU is extended or reduced without terminating this MOU;
and
2. For any change in terms and conditions of this MOU.


Terms

This MOU binds NIET and KCS to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon the receipt of notification that the grant is not funded.


Either party may terminate this MOU without cause or penalty by giving the other party a written notice of such termination at least thirty (30) calendar days prior to termination. If not terminated by the above method, this MOU will be terminated upon the expiration date of the TIF grant.


District Superintendent

6/21/10
Date


Chair of the Board of Education

6/23/10
Date


National Institute for Excellence in Teaching President

6/18/10
Date

TAP Principal Information Meeting

May 4, 2010

Excerpts related to initiation of TAP from the Negotiated Memorandum of Agreement
Between the Knox County Board of Education and the Knox County Education Association

Prepared by Jessica Holman

President of KCEA

1. Article II: Definitions

10. "TAP Member School" shall refer to any school beginning implementation of "multiple career paths", "ongoing applied professional growth", "instructionally focused accountability", and "performance based compensation." Implementation shall require an approval of 75% of faculty voting in favor of the implementation. The faculty vote shall be taken by KCEA and certified for accuracy by the KCEA.

14. "TAP Implementation Plan" shall refer to an application developed by a committee of not fewer than five and not more than ten teachers (with there being two KCEA members) at school(s) receiving a 75% vote favoring implementation.

2. Article IV: Management Rights

"Management and control" shall mean that the Knox County Board of Education shall not relinquish final decision-making to any third party, such as the Foundation, not allow the Foundation or the TAP Director authority to make unilateral decisions regarding staffing, evaluations, transfers, or assignments, or on-site decisions affecting the day-to-day operation of any school.

3. Article X: Inservice Education/ Professional Growth

TAP schools will require cluster group (grade- alike or subject- alike) professional growth activities in 50 minute or more blocks per week. Principals, master and mentor teachers shall expect to be fully trained and certified in the TAP processes. Principals must participate in the TAP Leadership Institute. District personnel participating in evaluations must be certified in the TAP evaluation process.

4. Article XI: Working Hours

D. TAP Leadership Teams

During the first year of implementation these meetings shall occur weekly at each school. Duties include analyzing student data, reviewing group and individual growth plans, and conducting instructionally focused- observations and conferences with teachers.

5. Article XVII: Transfer Procedures

C. Employee- initiated Transfers

8. TAP career path teachers shall be allowed to request consideration for transfer prior to the beginning of the TAP Member School implementation. Teachers requesting a transfer out of a TAP school shall receive first consideration. Teachers at schools voting to become a TAP Member School shall be allowed to file a request for transfer to a non- TAP school subject to availability. Such teachers shall remain on the transfer list with an established priority for first consideration to transfer until such transfer is accomplished.

D. Posting of Vacancies

6. TAP placements shall be referred to a staffing committee, including the TAP Director, the Director of Personnel and one Association- designated representative. The committee shall review applications, conduct the selection or interview process, and make a recommendation for filling positions to the Director of Schools. Master and mentor teachers shall be required to sign a contract outlining their roles and responsibilities, additional work periods, and salary augmentations.

6. Article XVIII: Salaries and Wages

B. Salary Augmentation Schedules/ TAP

There shall be established a District Oversight and Coordinating Committee, including at least one Association designated member, to determine how information will be disseminated for TAP schools and to act as oversight for appropriate payment of salary augmentations for mentor and master teachers, and to review the bonus award pools for teacher performance awards.



KCEA OFFICERS

President
Jessica Holman
Vice President
Sherry Morgan
Secretary
Jennifer Owen
Treasurer
Karen Peterman
Parliamentarian
Paula Brown

KCEA Executive Board

Past President
Athanasios Bayiates

High School Reps
Emily Dalton
Bill Potter
Lisa Thomas

Middle School Reps
Mary Brockett
Kim Waller (also TEA Board Member)

Elementary Reps
Kelly Keen
Laura Cain
Kitty Creekmore
Heather Wallace

Admin Rep
Dr Rodney Russell

Alternative School Rep
Amy Arnold

ESP Rep
Bernice Osborne

Minority Rep
Benny Perry

Ex Officio Reps
TEA Directors
East TN Minority Rep
Tonya T Coats
East TN Admin
Carmelita Perry

KCEA STAFF

TEA UniServ Coordinator
Jim Petrie
Secretary
Abbie Hoover

June 29, 2010

Dear Assistant Secretary Meléndez de Santa Ana,

As President of the Knox County Education Association, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Knox County Schools (KCS) in Knoxville, Tennessee. This grant will help implement TAP™: The System for Teacher and Student Advancement (TAP) in high-need schools in the district. KCS began implementing TAP in the 2006-07 school year and is currently in four schools. Judging from these results, I look forward to the positive changes that TAP will bring once it expands to more schools within the district.

Schools participating in a TAP model program must have 75% teacher and principal approval by independent vote. Nine schools have surpassed the 75% approval rating. Due to the end of the 2009-10 school year time limitations, four other schools will vote in early fall.

The Knox County Education Association is in agreement with all elements of the TAP model. We have worked closely with the existing TAP schools in the district and look forward to the expansion of the reform in KCS. We appreciate TAP's unique commitment to involving teachers throughout the process of reform. Based on union requirements, teachers have the opportunity to vote to implement TAP in their school.

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to help ensure the TAP system is implemented with fidelity. I support KCS's partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement in KCS schools.

Sincerely,

Name: Jessica Holman

Title: KCEA President

Date: June 29, 2010



The Great Schools Partnership

President

Buzz Thomas

Executive Board

Allen Edwards, Ph.D.

President

P.S.T.C.C.

Phyllis Y. Nichols

President

Urban League

Indya Kincannon

Chairman

Knox County School Board

James McIntyre, Ph.D.

Superintendent

Knox County Schools

Mike Ragsdale, Ed.D.

Mayor

Knox County

Trustees

Bob Rider, Ph.D.

Dean

University of Tennessee

Pam Trainor

President

Knox County PTA

Mike Edwards

CEO

Chamber of Commerce

Bill Haslam

Mayor

City of Knoxville

Thomas Strickland

Chairman

Knox County Commission

Sheryl Rollins

President

NAACP

Jessica Holman

President

KCEA

Laurens Tullock

President

Cornerstone Foundation

Co-Director

Donna Wright, Ed.D.

Assistant Superintendent

Knox County Schools

June 14, 2010

Dear Assistant Secretary Meléndez de Santa Ana,

As President of the Great Schools Partnership, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund (TIF) grant in partnership with Knox County Schools (KCS) in Knoxville, Tennessee. This grant will help implement TAP™: The System for Teacher and Student Advancement (TAP) in high-need schools in the district. KCS began implementing TAP in the 2006-07 school year and is currently in four schools. I have been positively thrilled with the positive changes in instructional practices, effective teaching and student achievement growth TAP has brought about in these four schools. Judging from these results, I look forward to the positive changes that TAP will bring once it expands to more schools within the district.

The GSP supports the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm our commitment to help ensure the TAP system is implemented with fidelity. I support KCS's partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement in KCS schools.

The Great Schools Partnership in conjunction with NIET and KCS is committed to providing the non-TIF funds for an increasing share of performance-based compensation as required by the grant and detailed in the grant proposal.

Sincerely,

Name:

Title:

Date:

Olin "Buzz" Thomas
President
6/14/10

KNOX COUNTY SCHOOLS
ANDREW JOHNSON BUILDING

Dr. James P. McIntyre Jr., Superintendent



June 21, 2010

THELMA

Dear Assistant Secretary Meléndez de Santa Ana:

I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Knox County Schools in Knoxville, Tennessee. This grant will help implement TAP™: The System for Teacher and Student Advancement (TAP) in high-need schools in the district.

We began a pilot implementation of TAP in 2006 and have expanded the model to four of our high needs schools. I am extremely pleased with the very positive changes in instructional practices, effective teaching and student achievement growth that TAP has brought about in these schools. Based on our current experience, I look forward to the positive changes that TAP will bring once we are able to expand the model to more schools within the district.

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to implementing the TAP system with fidelity. I also support the Knox County School system's partnership with the NIET to expand TAP and implement a system that provides differentiated compensation to teachers and principals. This will lead to increased educator effectiveness and student achievement in the Knox County Schools as we work to achieve our vision of *Excellence for All Children*.

Sincerely,

A handwritten signature in blue ink, appearing to be "Jim", written over a circular stamp.

Dr. James P. McIntyre, Jr.
Superintendent

HOPE ALL IS GOING WELL ! TAP IS A GREAT INSTRUCTIONAL IMPROVEMENT
SYSTEM, AND WE ARE LOOKING FORWARD TO EXPANDING IT IN KNOXVILLE.

KNOX COUNTY BOARD OF EDUCATION



June 23, 2010

Indya Kincannon
Chair

Dr. James P. McIntyre, Jr.
Superintendent

MEMBERS
Sam Anderson
Cindy Buttry
Dr. Daniel P. Murphy
Karen Carson
Thomas Deakins
Rex Stooksbury
Patrick Richmond
Robert Bratton

Sara Denton
Student Representative

Terry Alexander
Executive Assistant

Dear Assistant Secretary Meléndez de Santa Ana,

As Chair of the Knox County Board of Education, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Knox County Schools (KCS) in Knoxville, Tennessee. This grant will help implement *TAP™: The System for Teacher and Student Advancement (TAP)* in high-need schools in the district. KCS began implementing TAP in the 2006-07 school year and is currently in four schools. I have been very pleased with the positive changes in instructional practices, effective teaching and student achievement growth TAP has brought about in these schools. Judging from these results, I look forward to the positive changes that TAP will bring once it expands to more schools within the district.

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to help ensure the TAP system is implemented with fidelity. I support KCS's partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement in KCS schools.

Sincerely,

Indya Kincannon, Chair
Knox County Board of Education

Austin-East Magnet High School

Benny Perry, Executive Principal

Katherine Banner, Curriculum Principal

Rob Speas, Focus Principal

Chris Caruthers, IMPACT Principal



Alvin Armstead, Discovery Principal

Paula Brown, Assistant Principal

Stephanie Thompson, Assistant Principal

"All Austin-East students will graduate career-ready and college-prepared"

June 16, 2010

Dear Assistant Secretary Meléndez de Santa Ana,

As the principal of Austin-East Magnet High School in the Knox County Schools, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Knox County Schools (KCS) in Knoxville, Tennessee. This grant will help implement TAP™: The System for Teacher and Student Advancement (TAP) in high-need schools in the district, including Austin-East Magnet High School. KCS began implementing TAP in the 2006-07 school year and is currently in four schools. My district has been very pleased with the positive changes in instructional practices, effective teaching and student achievement growth TAP has brought about in these schools. Judging from these results, I look forward to the positive changes that TAP will bring to Austin-East Magnet High School.

Our school voted on TAP involvement, with 90% of the staff in support. I believe that TAP is next step that we need to complete in order to create a true culture of learning at Austin-East Magnet High School.

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to implementing the TAP system with fidelity in Austin-East Magnet High School. I support KCS's partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement in Austin-East Magnet High School

Sincerely,

Benny Perry, Executive Principal

Date

BELLE MORRIS ELEMENTARY SCHOOL

2308 Washington Pike • Knoxville, Tennessee 37917

Telephone (865) 594-1277 • Fax (865) 594-1125

Ms. Terry Lynn Hursey
Principal

Mr. Stacy Salyer
Assistant Principal



June 15, 2010

Dear Assistant Secretary Meléndez de Santa Ana,

As the principal of Belle Morris Elementary in the Knox County Schools, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Knox County Schools (KCS) in Knoxville, Tennessee. This grant will help implement TAP™: The System for Teacher and Student Advancement (TAP) in high-need schools in the district, including Belle Morris Elementary. KCS began implementing TAP in the 2006-07 school year and is currently in four schools. My district has been very pleased with the positive changes in instructional practices, effective teaching and student achievement growth TAP has brought about in these schools. Judging from these results, I look forward to the positive changes that TAP will bring to Belle Morris Elementary.

Prior to seeing if Belle Morris staff was in favor of TAP by way of voting, they were given the opportunity to hear and learn more about the program. Teachers, many on the Leadership Team, visited a TAP School. They shared information to the Leadership Team and also discussed what they saw in a staff meeting. Several teachers were invited to attend informational meetings after school with administration. Finally, guest speakers came to the school during a staff meeting to answer questions staff members may have had about the TAP program. With the knowledge given to the staff, Belle Morris staff voted 84% in favor of TAP being implemented at Belle Morris.

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to implementing the TAP system with fidelity in Belle Morris Elementary. I support KCS's partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement in Belle Morris Elementary.

Sincerely,

A handwritten signature in purple ink that reads "Terry Lynn Hursey".

Terry Lynn Hursey

Principal

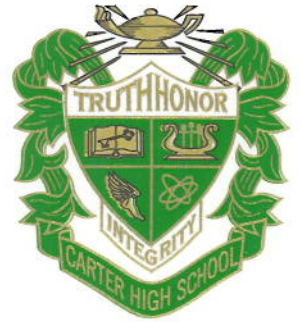
June 15, 2010

Mission Statement:

*The mission of Belle Morris Elementary is for students
to make academic progress and grow in personal responsibility.*

Carter High School

210 CARTER SCHOOL ROAD
Phone: (865) 933-3434 Fax: (865) 932-8180
STRAWBERRY PLAINS, TENNESSEE 37871



PRINCIPAL
CHERYL M. HICKMAN

June 18, 2010

ASSISTANT PRINCIPAL
SETH J. SMITH
ASSISTANT PRINCIPAL
JOHN ANDERSON

Dear Assistant Secretary Meléndez de Santa Ana,

As the principal of Carter High School in Knox County Schools, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Knox County Schools (KCS) in Knoxville, Tennessee. This grant will help implement TAP™: The System for Teacher and Student Advancement (TAP) in high-need schools in the district, including Carter High School. KCS began implementing TAP in the 2006-07 school year and is currently in four schools. My district has been very pleased with the positive changes in instructional practices, effective teaching and student achievement growth TAP has brought about in these schools. Judging from these results, I look forward to the positive changes that TAP will bring to Carter High School.

After much research, discussion, and consideration, our faculty approved TAP by a 98.4% vote. Obviously, our faculty and staff are ready and willing to begin this journey which will lead to higher student achievement and increased teacher effectiveness. The additional staff development and training is an added plus. We certainly look forward to implementing TAP at the high school level.

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to implementing the TAP system with fidelity in Carter High School. I support KCS's partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement in Carter High School.

Sincerely,

Name: Cheryl M. Hickman

Title: Principal

Date: June 18, 2010

CARTER HIGH SCHOOL: EDUCATING, MOTIVATING,
PRODUCING RESPONSIBLE CITIZENS OF TOMORROW

DOGWOOD ELEMENTARY SCHOOL

Professional Development School in collaboration with the University of Tennessee

705 Tipton Street

Knoxville, Tennessee 37920

Telephone (865) 579-5677

Fax (865) 579-6051

KIM WILBURN-CULLOM
Assistant Principal

TANNA H. NICELY
Assistant Principal

LANA D. SHELTON-LOWE
Principal

June 16, 2010

Dear Assistant Secretary Meléndez de Santa Ana,

As the principal of Dogwood Elementary School in the Knox County Schools, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Knox County Schools (KCS) in Knoxville, Tennessee. This grant will help implement TAP™: The System for Teacher and Student Advancement (TAP) in high-need schools in the district, including Dogwood Elementary School. KCS began implementing TAP in the 2006-07 school year and is currently in four schools. My district has been very pleased with the positive changes in instructional practices, effective teaching and student achievement growth TAP has brought about in these schools. Judging from these results, I look forward to the positive changes that TAP will bring to Dogwood Elementary School.

With over 85% of the staff supporting the TAP program, I am confident this program will provide our school with a collaborative climate that is driven by student learning.

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to implementing the TAP system with fidelity in Dogwood Elementary School. I support KCS's partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement in Dogwood Elementary School.

Sincerely,

Name:

Lana D. Shelton-Lowe

Title: Principal

Date:

June 16, 2010

EAST KNOX COUNTY ELEMENTARY SCHOOL

9315 Rutledge Pike
Mascot, TN 37806
Telephone: (865) 933-3493
Fax: (865) 933-0197

KAY DAWSON, PRINCIPAL
CONNIE SMITH, ASSISTANT PRINCIPAL

June 15, 2010

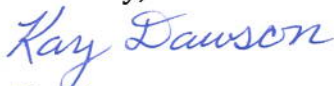
Dear Assistant Secretary Melendez de Santa Ana,

As the principal of East Knox County Elementary in the Knox County Schools, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Knox County Schools (KCS) in Knoxville, Tennessee. This grant will help implement TAP: The System for Teacher and Student Advancement (TAP) in high-need schools in the district, including East Knox County Elementary. KCS began implementing TAP in the 2006-07 school year and is currently in four schools. My district has been very pleased with the positive changes in instructional practices, effective teaching, and student achievement growth TAP has brought about in these schools. Judging from these results, I look forward to the positive changes that TAP will bring to East Knox County Elementary

East Knox County Elementary first researched the TAP program during the 2007-08 school year. We were definitely interested in the TAP program, but due to funding concerns were not able to pursue that interest. In May 2010, the staff of East Knox County Elementary voted 100% to seek involvement in the System for Teacher and Student Advancement. One of the most exciting aspects of the program is the professional development that will be available for the entire staff and the changes that it will make in instructional practices and our student achievement. The teachers, administrators and entire staff are eager to be involved with this program!

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to implementing the TAP system with fidelity in East Knox County Elementary. I support KCS's partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement in East Knox County Elementary.

Sincerely,



Kay Dawson
Principal
June 15, 2010

KNOX COUNTY SCHOOLS
ANDREW JOHNSON BUILDING

Dr. James P. McIntyre Jr., Superintendent



June 28, 2010

Dear Assistant Secretary Meléndez de Santa Ana,

As the principal of Sarah Moore Greene (K-5) in the Knox County Schools, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Knox County Schools (KCS) in Knoxville, Tennessee. This grant will help implement TAP™: The System for Teacher and Student Advancement (TAP) in high-need schools in the district, including Sarah Moore Greene. KCS began implementing TAP in the 2006-07 school years and is currently in four schools. My district has been very pleased with the positive changes in instructional practices, effective teaching and student achievement growth TAP has brought about in these schools. Judging from these results, and our TAP school vote of 80% approval, we look forward to the positive changes that TAP will bring to the Sarah Moore Greene School.

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to implementing the TAP system with fidelity in Sarah Moore Greene. I support KCS's partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement in Sarah Moore Greene.

Sincerely,

Name: George Anna Yarbrow

George Anna Yarbrow

Title: Principal

Date: 6-28-2010

South-Doyle High School

2020 Tipton Station Road

Phone: 865-577-4475

www.southdoylehs.knoxschools.org

sdhs@kl2tn.net

Knoxville, TN 37920

Fax: 865-577-4540

DR. CLIFFORD DAVIS
Principal

DARYL CHANDLER
Assistant Principal

CLARK DUNCAN
Assistant Principal

KIMBERLY EATON
Assistant Principal

ALLAN JONES
Assistant Principal

June 21, 2010

Dear Assistant Secretary Meléndez de Santa Ana,


As the principal of South-Doyle High School in the Knox County Schools, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Knox County Schools (KCS) in Knoxville, Tennessee. This grant will help implement TAP™: The System for Teacher and Student Advancement (TAP) in Knox County's high-need schools, including South-Doyle High School.

Regarding the TAP program, KCS began implementing TAP in the 2006-07 school year, and this program is currently being used as the structural model in four Knox County schools. My district has been quite pleased with the positive changes in instructional practices, effective teaching, and student achievement growth associated with the implementation of TAP in the aforementioned schools. Based upon their success, I look forward to the opportunity to replicate the same positive changes at South-Doyle High School through this program, some of which are the following:

- Building teacher leadership capacity with the goal of creating a shared leadership structure
- Creating multiple career paths for teachers
- Creating a system where professional growth activities are more systematic, data-driven, and related to classroom performance
- Developing a culture of collaboration and reflection
- Improving student academic performance in the subgroups through the development of effective classroom instruction and assessment practices

In closing, let me reiterate that I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to implement the TAP system with fidelity at South-Doyle High School. I enthusiastically support KCS's partnership with NIET in order to expand TAP, thereby implementing a system at South-Doyle High School which provides differentiated compensation to teachers and principals, leading to increased educator effectiveness and student achievement.

Sincerely,


Clifford Davis, Jr.
Principal



Spring Hill Elementary School

4711 Mildred Drive
Knoxville, TN 37914
(865) 594-1365
Fax (865) 594-1370

June 17, 201

Dear Assistant Secretary Meléndez de Santa Ana,

As the principal of Spring Hill Elementary School in the Knox County Schools, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Knox County Schools (KCS) in Knoxville, Tennessee. This grant will help implement TAP™: The System for Teacher and Student Advancement (TAP) in high-need schools in the district, including Spring Hill Elementary School. KCS began implementing TAP in the 2006-07 school year and is currently in four schools. My district has been very pleased with the positive changes in instructional practices, effective teaching and student achievement growth TAP has brought about in these schools. Judging from these results, I look forward to the positive changes that TAP will bring to Spring Hill.

After researching the effects that TAP has had on the other KCS TAP elementary schools, our staff voted in favor of Spring Hill becoming a TAP school, with 80% approval.

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to implementing the TAP system with fidelity in Spring Hill Elementary School. I support KCS's partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement in Spring Hill.

Sincerely,

Name: Judy Pickering

Title: Principal

Date: June 17, 2010

Vine Middle Performing Arts and Sciences Magnet School



1807 Martin Luther King, Jr. Avenue
Knoxville, Tennessee 37915

Becky Whitehead-Ervin, Principal
Cyndee D. Casselman, Assistant Principal
Shawn D. Jackson, Administrative Assistant

Telephone: 865-594-4461
Fax: 865-594-1702
<http://vine-ms.knox.k12tn.net>

June 21, 2010

Dear Assistant Secretary Meléndez de Santa Ana,

As the principal of Vine Middle Magnet School in the Knox County Schools, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Knox County Schools (KCS) in Knoxville, Tennessee. This grant will help implement TAP™: The System for Teacher and Student Advancement (TAP) in high-need schools in the district, including Vine Middle Magnet School. KCS began implementing TAP in the 2006-07 school year and is currently in four schools. My district has been very pleased with the positive changes in instructional practices, effective teaching and student achievement growth TAP has brought about in these schools. Judging from these results, I look forward to the positive changes that TAP will bring to Vine Middle Magnet School.

On May 26, 2010, seventy-six percent of the Vine Middle Magnet School Staff voted to support the implementation of the TAP program recognizing a positive change is needed in instructional practices, effective teaching practices, teacher support/mentoring and student growth.

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to implementing the TAP system with fidelity in Vine Middle Magnet School. I support KCS's partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement in Vine Middle Magnet School.

Sincerely,

Becky Whitehead-Ervin, Principal
"All About Kids"

Name: Becky Whitehead-Ervin

Title: Principal

Date: June 21, 2010

Carter Middle School
Principal – Michael Derrick

June 30, 2010

Dear Assistant Secretary Meléndez de Santa Ana,

As principal of Carter Middle School, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Knox County Schools (KCS) in Knoxville, Tennessee. This grant will help implement TAP™: The System for Teacher and Student Advancement (TAP) in high-need schools in the district. KCS began implementing TAP in the 2006-07 school year and is currently in four schools. I have been very pleased with the positive changes in instructional practices, effective teaching and student achievement growth TAP has brought about in these schools. Judging from these results, I look forward to the positive changes that TAP will bring once it expands to more schools within the district.

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to implementing the TAP system with fidelity. I support KCS's partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement in KCS schools.

Sincerely,

Name: Michael Derrick

Title: Principal, Carter Middle

Date: 6/30/10

Central High School

5321 Jacksboro Pike
Knoxville, TN 37918

June 29, 2010

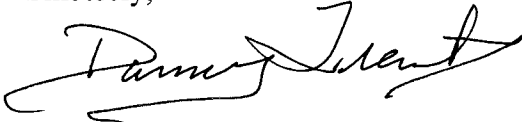
Dear Assistant Secretary Meléndez de Santa Ana,

As principal, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Knox County Schools (KCS) in Knoxville, Tennessee. This grant will help implement TAP™: The System for Teacher and Student Advancement (TAP) in high-need schools in the district. KCS began implementing TAP in the 2006-07 school year and is currently in four schools. I have been very pleased with the positive changes in instructional practices, effective teaching and student achievement growth TAP has brought about in these schools. Judging from these results, I look forward to the positive changes that TAP will bring once it expands to more schools within the district.

The TAP program will be an asset this year as I will have 15 new teachers – a 40.5% turnover!

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to implementing the TAP system with fidelity. I support KCS's partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement in KCS schools.

Sincerely,



Name: Danny Trent

Title: Principal

Date: June 29, 2010

SOUTH-DOYLE MIDDLE SCHOOL

Karen Harrel, Principal
Joe Cameron, Assistant Principal
Windy Clayton, Assistant Principal
Donna Hardy, Assistant Principal



3900 Decatur Road Knoxville, TN 37920

865-579-2133 Fax 865-579-2128

June 30, 2010

Dear Assistant Secretary Meléndez de Santa Ana,

As principal of South-Doyle Middle School, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Knox County Schools (KCS) in Knoxville, Tennessee. This grant will help implement TAP™: The System for Teacher and Student Advancement (TAP) in high-need schools in the district. KCS began implementing TAP in the 2006-07 school year and is currently in four schools. I have been very pleased with the positive changes in instructional practices, effective teaching and student achievement growth TAP has brought about in these schools. Judging from these results, I look forward to the positive changes that TAP will bring once it expands to more schools within the district.

Although my school will not vote to implement the Tap model until the fall of the 2010-2011 school year, I think it is very imperative that schools like South-Doyle Middle have the opportunity to participate in this innovative program. It would provide the professional development and instructional strategies needed to move our school to the level needed to make all our students successful.

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to implementing the TAP system with fidelity. I support KCS's partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement in KCS schools.

Sincerely,

Karen Harrel

Principal,

South-Doyle Middle School

KNOX COUNTY SCHOOLS
ANDREW JOHNSON BUILDING

Dr. James P. McIntyre Jr., Superintendent

June 29, 2010



Dear Assistant Secretary Meléndez de Santa Ana,

As principal, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Knox County Schools (KCS) in Knoxville, Tennessee. This grant will help implement TAP™: The System for Teacher and Student Advancement (TAP) in high-need schools in the district. KCS began implementing TAP in the 2006-07 school year and is currently in four schools. I have been very pleased with the positive changes in instructional practices, effective teaching and student achievement growth TAP has brought about in these schools. Judging from these results, I look forward to the positive changes that TAP will bring once it expands to more schools within the district.

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to implementing the TAP system with fidelity. I support KCS's partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement in KCS schools.

Sincerely,

A handwritten signature in cursive script that reads "Dr. Jill Hobby".

Name: Dr. Jill Hobby

Title: Principal

Date: June 29, 2010

Project Narrative

Other Attachments

Attachment 1:

Title: **Other Attachments** Pages: **35** Uploaded File: **Other Attachments.pdf**

Data for Knox County Schools (KCS) and Comparable Schools

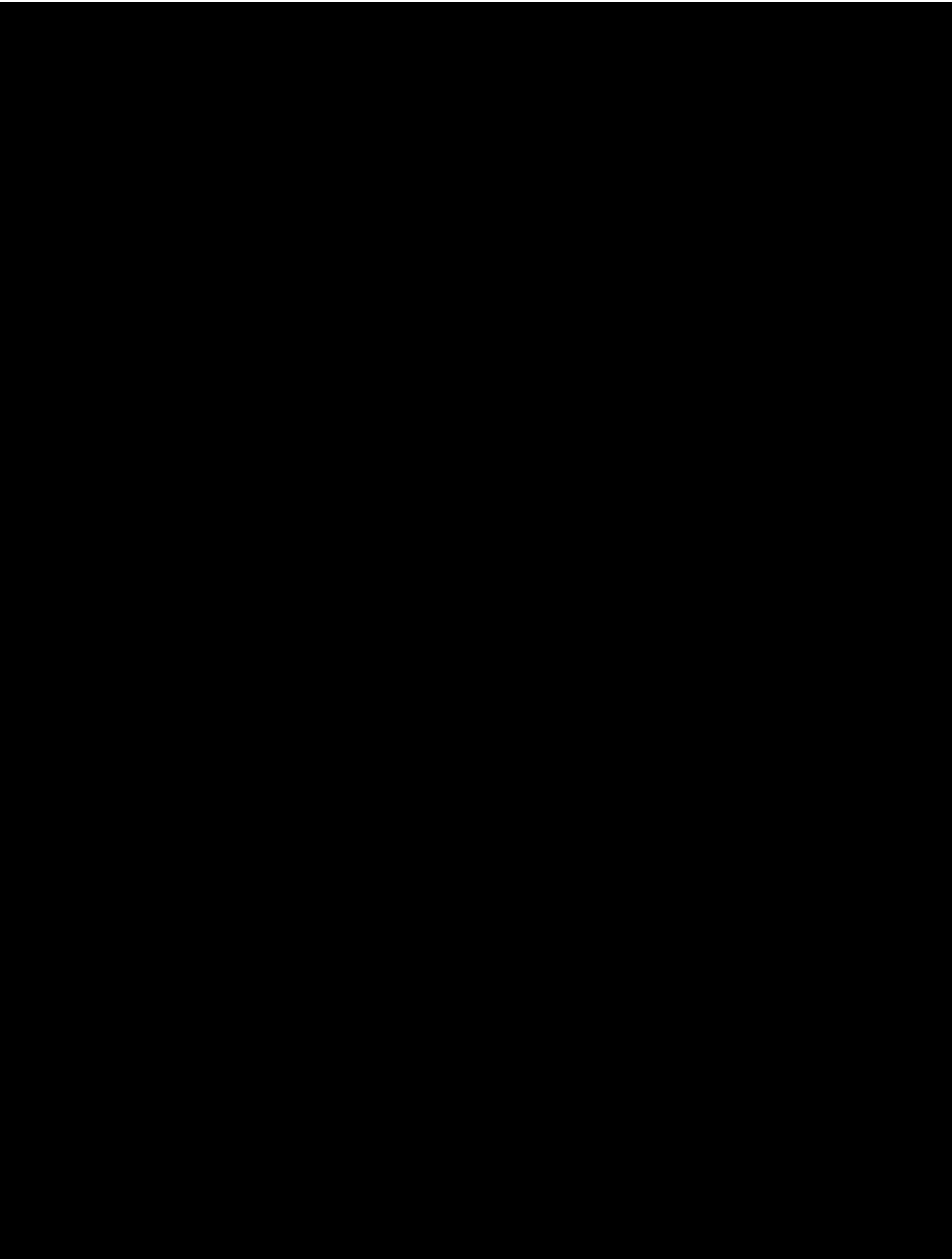
**Student Achievement for KCS project schools and comparison schools in Hamilton County Schools and Montgomery County Schools:
2008-09 school year¹**

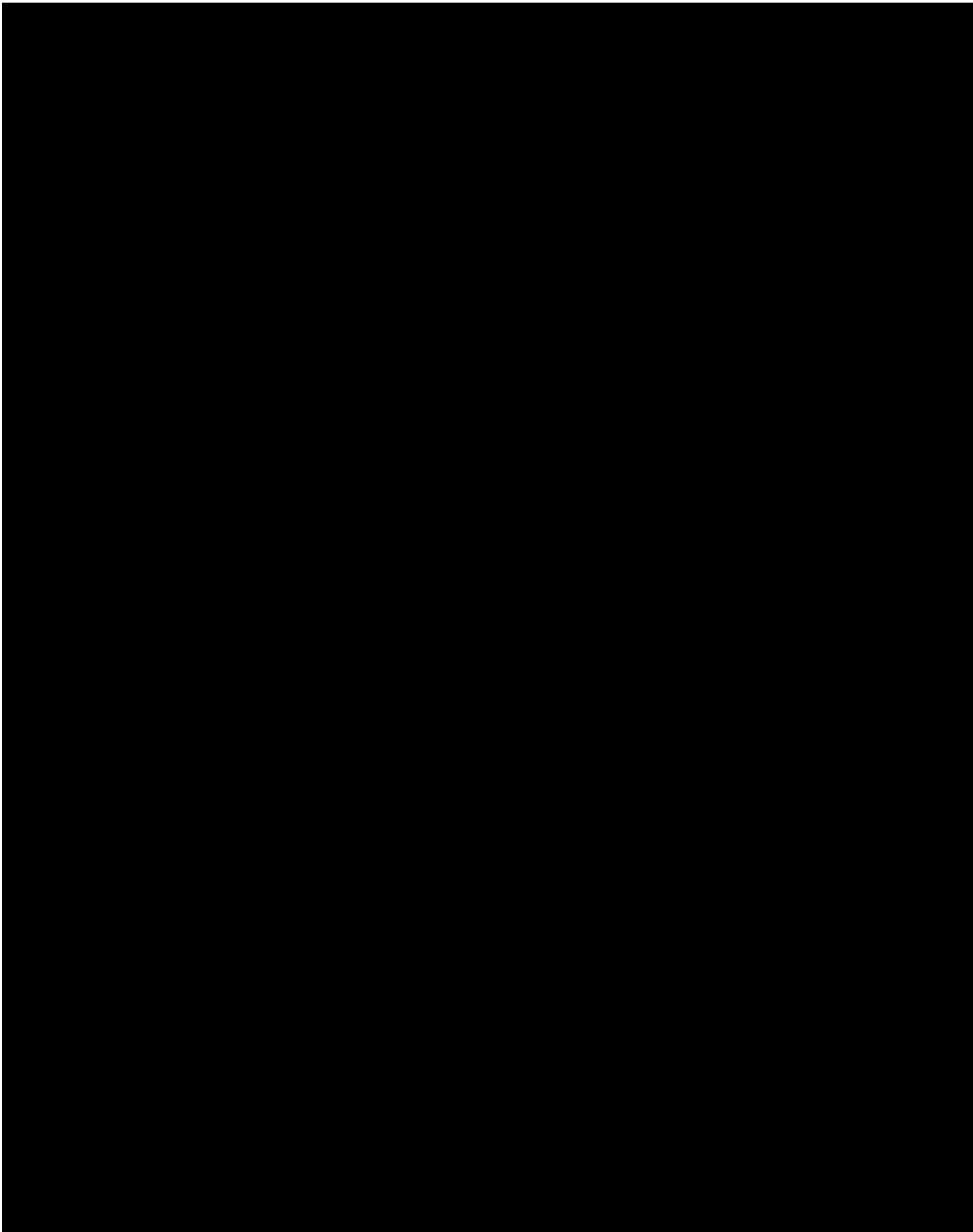
District	School	% Below prof. E/LA - all students	% Below prof. Math - all students	% Below prof. E/LA - FRL students	% Below prof. Math - FRL students	% Below prof. E/LA - White students	% Below prof. Math - White students	% Below prof. E/LA - Black students	% Below prof. Math - Black students	% Below prof. E/LA - Hispanic students	% Below prof. Math - Hispanic students
Knox County Schools	East Knox Elementary	17%	14%	24%	21%	17%	12%	23%	30%	*	*
Montgomery County Schools	Cumberland Heights Elementary	5%	4%	7%	4%	4%	4%	0%	5%	41%	8%
Knox County Schools	Sarah Moore Greene Elementary	29%	32%	31%	34%	22%	33%	31%	31%	*	*
Hamilton County Schools	Clifton Hills Elementary	29%	23%	29%	24%	22%	19%	31%	24%	23%	25%
Knox County Schools	Belle Morris Elementary	22%	17%	24%	19%	19%	12%	29%	28%	*	*
Hamilton County Schools	Wolftever Creek Elementary	7%	10%	8%	11%	4%	6%	10%	14%	15%	21%
Knox County Schools	Dogwood Elementary	16%	11%	18%	12%	14%	9%	15%	17%	50%	0%
Hamilton County Schools	Red Bank Elementary	10%	8%	11%	11%	9%	8%	15%	11%	6%	9%

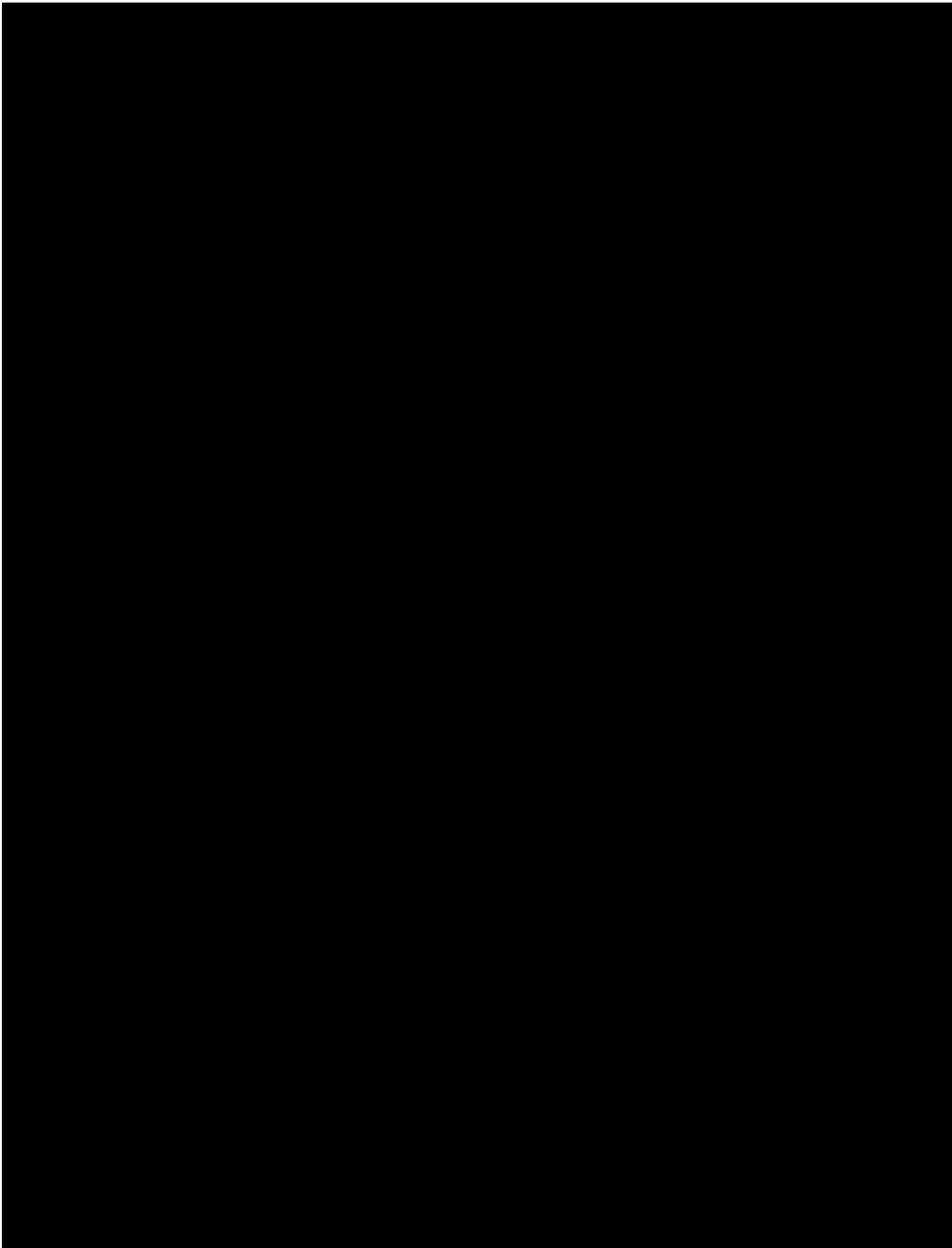
¹ Cells containing the symbol * indicates there were too few students tested to report the data publically.

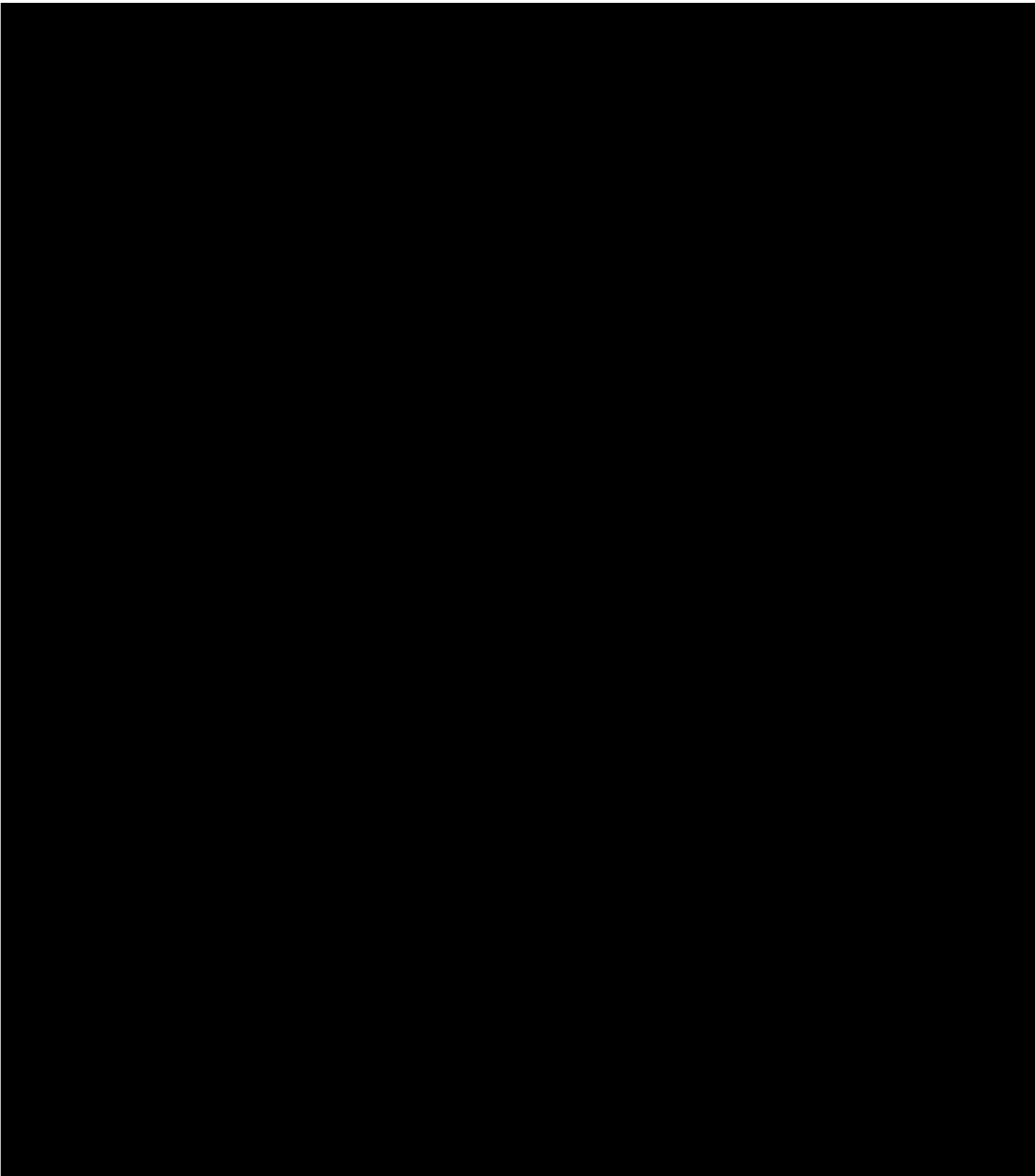
Knox County Schools	Spring Hill Elementary	19%	21%	21%	25%	18%	15%	19%	29%	*	*
Montgomery County Schools	Norman Smith Elementary	11%	14%	14%	17%	11%	12%	12%	17%	9%	22%
Knox County Schools	Carter Middle	9%	14%	11%	18%	8%	12%	12%	21%	*	*
Montgomery County Schools	Montgomery Central Middle	8%	7%	11%	9%	8%	6%	13%	16%	13%	0%
Knox County Schools	Vine Middle	18%	21%	18%	22%	11%	13%	19%	23%	*	*
Hamilton County Schools	Tyner Middle	10%	13%	11%	13%	1%	0%	12%	15%	6%	14%
Knox County Schools	Whittle Springs Middle	13%	14%	14%	17%	14%	14%	12%	14%	12%	8%
Hamilton County Schools	Red Bank Middle	11%	14%	14%	17%	11%	12%	12%	17%	9%	22%
Knox County Schools	South Doyle Middle	8%	13%	12%	20%	8%	13%	12%	17%	5%	8%
Montgomery County Schools	Kenwood Middle	8%	10%	9%	12%	6%	9%	8%	12%	14%	12%
Knox County Schools	Austin-East High	10%	24%	10%	24%	10%	12%	11%	25%	*	*
Hamilton County Schools	Brainerd High	6%	11%	7%	11%	*	*	7%	10%	*	*
Knox County Schools	Carter High	10%	21%	15%	26%	9%	21%	16%	20%	*	*
Hamilton County Schools	Central High	2%	7%	3%	8%	1%	5%	2%	12%	8%	0%

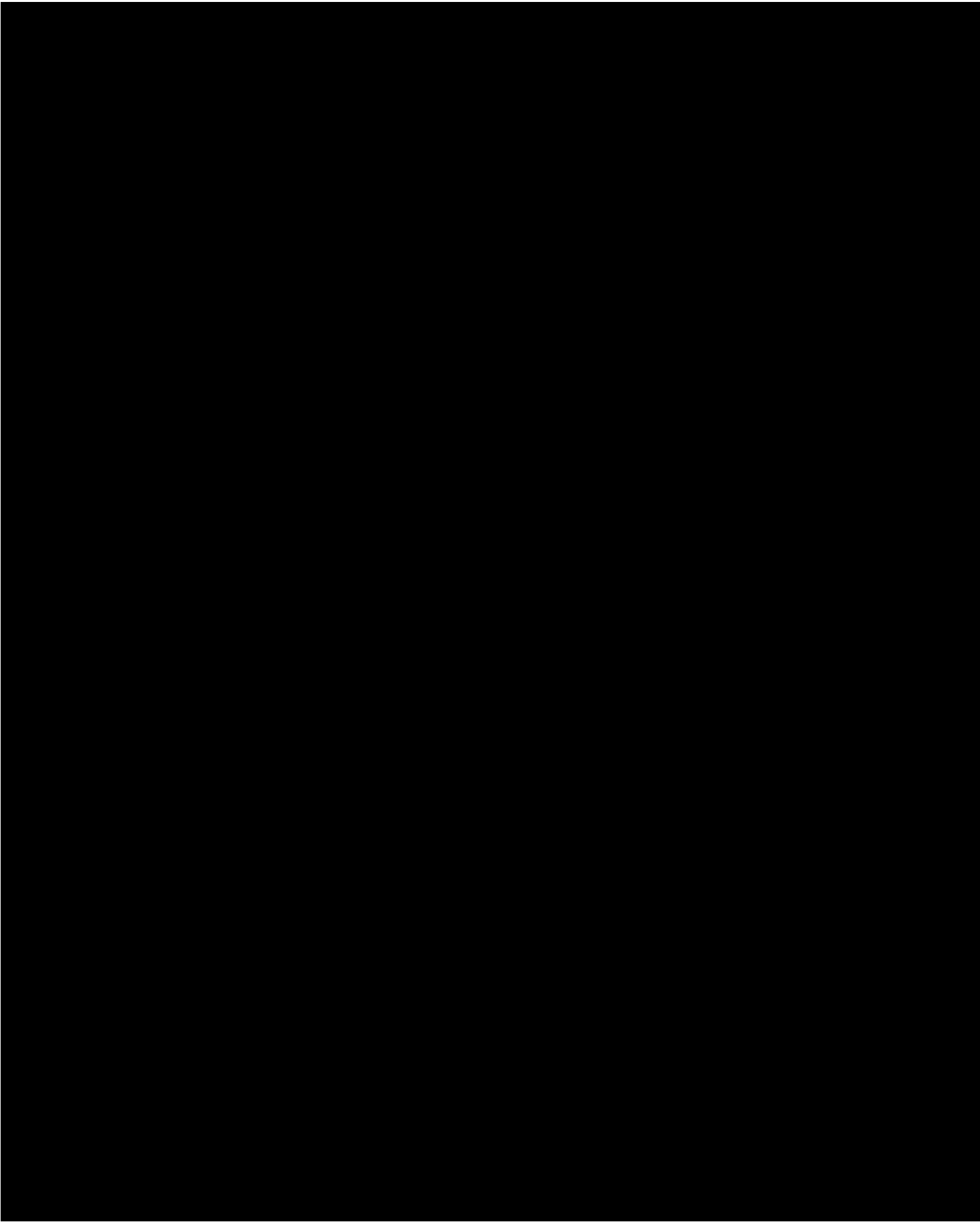
Knox County Schools	Central High	8%	17%	11%	24%	5%	12%	11%	29%	30%	28%
Montgomery County Schools	Kenwood High	8%	19%	9%	22%	6%	17%	8%	21%	13%	24%
Knox County Schools	South Doyle High	9%	18%	13%	22%	9%	16%	8%	36%	*	*
Montgomery County Schools	Northwest High	6%	11%	5%	14%	6%	10%	5%	13%	4%	20%











TAP Skills, Knowledge and Responsibilities Performance Standards

Performance Standards Overview

Instruction	Designing and Planning Instruction
Standards and Objectives Motivating Students Presenting Instructional Content Lesson Structure and Pacing Learning Activities and Materials Questioning Academic Feedback Grouping Students Teacher Content Knowledge Teacher Knowledge of Students Thinking Problem Solving	Instructional Plans Student Work Assessments
	Responsibilities¹
	Staff Development Instructional Supervision Mentoring Community Involvement School Responsibilities Growing and Developing Professionally Reflecting on Teaching
Learning Environment	
Expectations Managing Student Behavior Environment Respectful Culture	

¹ The “Responsibilities” standards are not evaluated during classroom observations.

TAP Leadership Team Observation Rubric Sample

Leadership Team Planning Indicator from the Leadership Team Planning Rubric

	5	3	1
Leadership Team Planning	<ul style="list-style-type: none"> ▪ Quantifiable outcome(s) directly connected to the follow-up from the previous meeting to clearly demonstrate the progress of the leadership team ▪ Highly specific and action-oriented outcome to focus the leadership team on an objective(s) ▪ Follow-up is clearly linked to the meeting's outcome and specific leadership team members have assignments to be completed prior to the next meeting. ▪ A focused, concise agenda to provide opportunities for in-depth analysis 	<ul style="list-style-type: none"> ▪ Quantifiable outcome(s) connected to the follow-up from the previous meeting to demonstrate the progress of the leadership team ▪ Specific and action-oriented outcome (s) to focus the leadership team on an objective(s) ▪ Follow-up is linked to the meeting's outcome and leadership team members have assignments to be completed prior to the next meeting. ▪ A focused, concise agenda to provide opportunities for analysis 	<ul style="list-style-type: none"> ▪ Outcome(s) from the previous meeting to demonstrate the progress of the leadership team ▪ Specific outcome (s) to focus the leadership team on an objective(s) ▪ Follow-up is linked to the meeting's outcome and leadership team members have assignments to be completed prior to the next meeting. ▪ An agenda to provide opportunities for analysis

TAP Training Portal

The TAP Training Portal provides a web-based, state-of-the-art delivery vehicle of interactive, individual TAP trainings and support. The portal is designed to provide tiered access to users (based on position) and will contain the most updated training for TAP leaders to download, review and deliver to their target audience in order to improve instruction. State/district directors and their teams will be granted access with the ability to create users at the building level (administrators, master teachers and mentor teachers) who then will be able to create individual accounts for the career teachers. These trainings would include the presentation and relevant video segments for initial TAP implementation (TAP core trainings) along with other secondary trainings currently being designed to enhance and deepen understanding of the more complex components of the system for each participant in TAP. Most importantly, real-time access to information linked to TAP models of instructional growth will be available to all schools implementing the TAP system.

All teachers in TAP schools will have individual access to the training and support modules. The portal will be the first direct access that career teacher will have to TAP training. In the past, training was relayed by local or national TAP trainers. The modules for the career teacher training will center on the indicators of the TAP Rubric and provide a combination of integrated video and text in which the user interacts with the module by making selections, answering questions, etc to facilitate a unique, on-line training experience. Often, career teachers must wait until the master and mentor teachers in their buildings are available to receive in-depth training on a specific aspect of the rubric; with the TAP Training Portal, a teacher will be able to receive training at their own convenience. In addition to accessing the same rubric trainings as the career teachers, master teachers and mentor teachers will also have access to role specific trainings. Administrators also have specific training modules centering on leadership team meetings and their role in the other aspects of TAP implementation.

Additional key TAP materials such as the TAP Implementation Manual, TAP Evaluation and Compensation (TEC) Guide and the TAP System Handbook will also be on-line and accessible via the portal in a newly revised, dynamic format. These documents can be viewed by the TAP leaders in states or districts or by those implementing at the school level. The portal provides a streamlined approach for delivering the most up-to-date TAP materials along with continuously enhanced training modules appropriate for those implementing the TAP system at every level.

The following page is a mockup of the TAP Training Portal homepage.

TAP™ System Training Portal

Advancing your career, education, and students.

And we're supporting your advancement with 24/7 access to a wealth of instructional resources that have immediate and practical value. Within the TAP Training Portal, discover the tools you need to advance your school, your career and your students' education. From teaching strategies to rubric training, everything you need to be a TAP success is just a click away.

SUBSCRIBE TO TAP™ NOW ▶

TAP DOCUMENTS ▶

Strategies Library



Advance your skills with the TAP Strategies Library, a collection of over 120 instructional aids designed to improve specific student-centered or teacher-centered skills.

We know you're busy, so we've made it easy to access the strategies most applicable to you. Browse student-centered strategies by subject area; browse teacher-centered strategies by rubric indicator; or search all strategies by key words such as grade level. To get started, choose a category below. Or, enter your specific interests into the search field at the top of the page.

TEACHER STRATEGIES ▶

STUDENT STRATEGIES ▶

Jason A. Culbertson



EDUCATION:

Converse College; Spartanburg, SC
Educational Specialist Degree – July 2007
Summa Cum Laude

University of South Carolina; Columbia, SC
Master of Teaching Degree – May 2001
Summa Cum Laude

University of South Carolina; Columbia, SC
Bachelor of Arts Degree - December 1999
Major: History
Bachelor of Arts Degree – December 1999
Major: Political Science
Cum Laude

EXPERIENCE:

July 2009 – Present – *National Institute for Excellence in Teaching – Vice President of School Services.*
Responsibilities include: Directing all professional development and training activities including national conferences and summer institutes for TAP; TAP System Training Portal design and management; assisting districts and states plan and execute comprehensive school reform; grant writing; measuring fidelity of TAP implementation at various sites across the nation; providing on-site technical assistance as requested by partner projects; and communicating regularly with media outlets.

May 2005 – July 2009 – *South Carolina Department of Education – Executive Director, South Carolina Teacher Advancement Program; Project Director of Teacher Incentive Fund Grant.*

Responsibilities included: Providing technical support to schools; grant management and oversight; coordinating principals; directing budget creation and implementation; grant writing; classroom observations; expansion presentations; conducting quality control program reviews in South Carolina and other states; leading monthly professional development meetings; serving as liaison between data analysis companies and school districts; planning and hosting two national Teacher Advancement Program conferences; designing on-line data analysis software; recruitment of teachers; developing statewide policy; interviewing and selecting teachers, mentor teachers, and master teachers; assisting principals with creating master schedules; conducting annual job performance reviews of master teachers; assisting principal with reallocating funds to support or sustain programs; analysis of student data; curriculum calibration; drafting provisos; creating data management plans; communicating regularly with media outlets.

June 2004 – May 2005 - *Laurens School District 56– Bell Street Middle School, Master Teacher.*

Responsibilities included: Social Studies; Language Arts; assisted principal in administrative roles; designed a computer program to help students perform higher on standardized tests; mentored and coached teachers in all curriculum areas; led professional development twice weekly; designed and implemented school plan and long range plan; monitored and evaluated student teachers performed all regular classroom duties.

June 2003 – May 2004 - *Laurens School District 56– Bell Street Middle School, Mentor Teacher.*
Responsibilities included: Social Studies; team leader; parent liaison; monitored and evaluated student teachers; designed a curriculum map for 7th and 8th grade Social Studies; all regular classroom duties.

August 2001 – May 2003 - *Laurens School District 56– Bell Street Middle School, 7th and 8th Grade Teacher.*

Responsibilities included: Social Studies; parent liaison; head basketball coach; academic team coach; Beta Club sponsor; CHAMPS advisor; all regular classroom duties.

LEADERSHIP/AWARDS:

- Featured in *TIME* magazine (February 2008)
- Designed TEACHouse concept for subsidized teacher housing in rural areas
- Featured in *Newsweek* (November 2007)
- Featured on SCETV's *In Our Schools* (April 2007)
- Designed communications plan used by US Department of Education as national model
- Wrote and received over \$40 million in competitive federal grants
- Designed the Comprehensive On-Line Data Entry (CODE) system for schools
- Selected for Leadership Seminar through State Department of Education
- Featured speaker at numerous national conferences
- Featured in *Education Week* (June 2006 and March 2009)
- South Carolina Textbook Adoption Committee
- Featured in *US News and World Report* (June 2004)
- Selected as a South Carolina Curriculum Leader through Furman University
- Chair of the Social Studies Department

PRESENTATIONS:

- Culbertson, J.A., (2010) Retaining Effective Teachers, Yale School of Management Educational Leadership Conference, New Haven, CT.
- Culbertson, J.A., (2009) The TAP System, National Governors' Association Conference, Nashville, TN.
- Culbertson, J.A., (2008) Performance Pay for Teachers, Southern Legislative Conference, Oklahoma City, OK.
- Culbertson, J.A., (2008) South Carolina's Teacher Incentive Program, Arkansas Educator Conference, Little Rock, AR.
- Culbertson, J.A., (2008) South Carolina's Teacher Incentive Program, National Title II Conference, Washington, D.C.
- Culbertson, J.A., (2008) Outcomes Based Teacher Incentive Programs, South Carolina Education Oversight Committee, Columbia, SC.
- Culbertson, J.A., (2007) Designing A Pay for Performance Plan, New York City Charter School Association, New York, NY.
- Culbertson, J.A., (2007) The Teacher Advancement Program in South Carolina, Florida K-12 Education Network, Orlando, FL.
- Culbertson, J.A., (2007) South Carolina's Teacher Incentive Programs, Oklahoma Joint House and Senate Subcommittee on Education Reform, Oklahoma City, OK.
- Culbertson, J.A., (2007) Using Value Added Growth Analysis, Battelle Educational Conference, Columbus, OH.
- Culbertson, J.A., (2007) The Expansion of South Carolina's Teacher Advancement Program, Center for Comprehensive Educator Reform National Conference, Chicago, IL.
- Culbertson, J.A., (2007) Preparing for Success at a TAP School, Texas TAP Training, Austin, TX.
- Culbertson, J.A., (2006) Building a Career Ladder in Education, National TAP Conference, Hilton Head, SC.
- Culbertson, J.A., (2005) Preparing for Success at a TAP School, Florida TAP Training, Tallahassee, FL.
- Culbertson, J.A., (2004) Integrating Student-Created PowerPoints Across the Curriculum. South Carolina Middle School Association, Myrtle Beach, SC.
- Culbertson, J.A., (2004) Social Studies Curriculum Mapping, Mullins, SC.
- Culbertson, J.A., (2004) Innovative Social Studies Lessons K-12. Spartanburg District 1 Summer Social Studies Council, Spartanburg, SC.
- Culbertson, J.A., (2004) Innovative Lessons in the Social Studies. South Carolina Council for the Social Studies,

Greenville, SC.
Culbertson, J.A., (2003) Using PowerPoint simulations in the Social Studies. South Carolina Council for the Social Studies, Myrtle Beach, SC.

REFERENCES: Dr. Gary Stark
Chief Executive Officer, National Institute for Excellence in Teaching
306 Arlington Way
Springdale, AR 72762
(479) 263-4404

Dr. Allison Batten Jacques
Director, Office of Educator Preparation, Support, and Assessment
South Carolina Department of Education
3700 Forest Drive, Suite 500
Columbia, SC 29204
(803) 734-5842

Scott McMichael
President
Innovative Architects
3122B Hill Street
Duluth, GA 30096
(404) 409-3790

GARY E. STARK
National Institute for Excellence in Teaching
President and CEO

SUMMARY

As president and chief executive officer, Dr. Gary Stark is responsible for the management, operations and performance of the National Institute for Excellence in Teaching (NIET). He works closely with NIET senior staff to oversee activities related to the implementation and advancement of the TAP system across the country.

Prior to his position with the National Institute for Excellence in Teaching (NIET), Dr. Stark has been actively involved in the education profession and education reform. During his career, he has held positions as an assistant professor/policy analyst, special assistant to the assistant secretary of education, state-level executive director, school administrator, and most importantly, a classroom teacher.

Prior to his appointment as the special assistant to the assistant secretary of education in April of 2004, he served as the executive director of the Arkansas Teacher Advancement Program, an initiative of the Milken Family Foundation in partnership with the University of Arkansas, where he lead the implementation of a teacher quality whole-school reform model. In 2000, Dr. Stark served as the president of the Arkansas Middle Level Administrators Association. In 2001, he was recognized with the Milken National Educator Award, while serving as the middle school principal at Helen Tyson Middle School in Springdale, Arkansas. In addition to the above experiences, he has consulted with various schools around the nation in the areas of master and mentor teacher development, professional development models and structures, instructional performance standards, and performance pay models.

EDUCATION

Ed.D., Educational Administration, University of Arkansas, Fayetteville, Arkansas, 2006
Ed.S., School Administration, University of Central Arkansas, Conway, Arkansas, 1996
MSE, Secondary School Administration, University of Central Arkansas, Conway, Arkansas, 1994
BSE, Special Education University of Central Arkansas, Conway, Arkansas, 1990

EMPLOYMENT HISTORY

2010- present	National Institute for Excellence in Teaching, Fayetteville, AR, President and CEO
2005-2010	National Institute for Excellence in Teaching, Fayetteville, AR, Vice President, Program Development
2005-2006	Teacher Advancement Program Foundation, Fayetteville, AR, Vice President, Program Development
2005	Milken Family Foundation, Fayetteville, AR, Vice President, Program Development
2004-2005	University of Arkansas, AR, Visiting Assistant Professor/ Ed. Policy Analyst

2004-2004	U.S. Department of Education, Special Assistant to the Assistant Secretary
2001-2004	Arkansas Teacher Advancement Program, AR, Executive Director
1997-2001	Springdale School District, Helen Tyson Middle School, AR, Principal
1995-1997	Waldron School District, AR, Waldron Middle School, Principal
1995-1997	Waldron School District, AR, Waldron High School, Assistant Principal,
1993 – 1995	North Little Rock School District, AR, Special Education Teacher
1993-1993	Metropolitan Public Schools, Nashville, TN, Special Education Teacher
1988-1993	U.S. Coast Guard , Military Instructor/Marine Safety Officer

RELEVANT EXPERIENCE

Performance-Based Compensation: Knowledge and Development

- Dr. Gary Stark presents nationally at conferences and trainings. In addition, he routinely interacts with teachers and principals around the country on site-level school reform issues. Dr. Gary Stark also testifies before legislative committees, school boards, and other non-profit foundation boards regarding teacher quality, accountability, and performance compensation. He has also served on review committees and monitoring teams from the U.S. Department of Education and State Education Agencies.

- Dr. Gary Stark serves as a senior staff member of the National Institute for Excellence in Teaching. He provides guidance and expertise in the area of program development for the Teacher Advancement Program (TAP). He also provides on-site technical assistance that includes implementation planning for performance compensation, teacher evaluator training, and applied professional development structures. In addition he conducts training for school and district level leadership teams and assists them in conducting needs assessments and/or developing budgets that support performance compensation models or school re-structuring models.

Management

- As a school principal, Dr. Stark led a large school of approximately 100 faculty and staff in a very progressive and accomplished school district. He had a wide range of responsibilities and commitments within the district and community, which included hiring, training, and evaluation of staff, as well as being the primary leader of the building level instructional plan. During Dr. Stark's five years as principal his school was recognized for improved student achievement scores as a result of a systematic focus on student data with strong accountability measures for instructional planning and delivery. During his tenure, his school was recognized as the school of the year and outstanding middle level program. Dr. Stark was recognized with a national educator award in 2001.

PUBLICATIONS and PRESENTATIONS

Milken National Education Conference, Role of Education Sector in Enhancing Teacher Quality, May 2006, Washington DC.

Center for Teacher Quality, Teacher Compensation, May 3, 2006

Education Commission of the States, Forum on Teacher Compensation Redesign, Wilmington, DE, April 29, 2006,

National Teacher Advancement Program Conference, Hilton Head, SC, November 2005.

Great Schools Partnership Education Summit, Knoxville, TN, November 2005.

Texas Public Policy Foundation, Primer on Teacher Compensation, Austin, TX, 2005.

University of Wyoming Law School, Teacher Quality and School Reform, Laramie, WY, June 2005

Testimony to the Texas Legislature: Performance Compensation, House Education Committee May 2005, Austin TX

Governor's Education Reform Summit 2004, Accountability Legislation, Jackson, MS

Milken National Education Conference 2003, Los Angeles, CA

Regional Summit On Teacher Quality 2003, Austin, TX

Grant Presentation to the Assistant Secretary of Education, Sponsored by Congressman John Boozman, Jan 2003, Washington DC.

Stark, Gary, Solmon, Lewis C. (November 18, 2002). "More Pay or Better Teachers?" *Arkansas Business*, Commentary.

National TAP Conference, 2002 Phoenix, AZ

National Conference on Teacher Compensation and Evaluation, for Policy Research in Education 2002, Chicago, IL

ADE Smart Step Presenter, Standards-based Classroom w/ADE Director Simon, 2002

BOARD MEMBER AND POSITIONS

White House political appointment as Special Assistant to the Assistant Secretary of Education 2004

Arkansas Association of Middle Level Administrators, President, 2000

Arkansas Association of Educational Administrators, Board of Directors, 2000

RECOGNITIONS and AWARDS

National Milken Educator Award Recipient 2001

2000 Middle School of the Year, “Shannon Wright Award”

Tamara W. Schiff, Ph.D.


tschiff@tapsystem.org

EDUCATION

- 1993, Ph.D. University of California, Los Angeles, Graduate School of Education
Specialization: Higher Education
- 1988, M.A. University of California, Los Angeles, Graduate School of Education
Specialization: Higher Education
- 1985, B.A. University of California, Los Angeles, Psychology

PROFESSIONAL EXPERIENCE

Senior Vice President, National Institute for Excellence in Teaching (NIET), Santa Monica California, January 2006-present.

Vice President, Administration, National Institute for Excellence in Teaching (NIET) (Formerly the TAP Foundation), May 2005-December 2005.

Vice President, Education and Associate Director, Teacher Advancement Program (TAP), Milken Family Foundation, Santa Monica California, January 2004-May 2005

Vice President and Survey Director, Milken Family Foundation, Santa Monica, California, January 2003-December 2004.

Senior Research Associate, Education Specialist, Milken Family Foundation, Santa Monica, California, January 2000-December 2002.

Research Associate, Education Specialist, Milken Family Foundation, Santa Monica, California, October 1997-December 1999.

Research Associate, Education Specialist, Milken Institute, Santa Monica, California, February 1993-October 1997.

Research Analyst, Higher Education Research Institute (HERI), University of California, Los Angeles, January 1990-January 1993.

Research Assistant, Dean's Office, Dean Lewis C. Solmon, University of California, Los Angeles, Graduate School of Education, April 1988-August 1989.

TEACHING EXPERIENCE

Lecturer, Co-Taught "Economic Analysis of Educational Policy and Planning" with Dr. Lewis C. Solmon, University of California, Graduate School of Education and Information Studies, Spring 1997.

Teaching Associate, University of California, Los Angeles, Graduate School of Education, Fall 1989. Undergraduate Course: "Social Psychology of Higher Education."

PUBLICATIONS

- Astin, A.W., Treviño, J.G., and Wingard, T.L. *The UCLA Campus Climate for Diversity*. Los Angeles: Higher Education Research Institute, UCLA, 1991.
- Milken Institute for Job & Capital Formation. *The Challenge from Within*. MIJCF: Santa Monica, CA, 1993. (Principal author)
- National Association of Secondary School Principals. *Priorities and Barriers in High School Leadership: A Survey of Principals*. NASSP: Reston, VA, 2001. (Principal author)
- Schacter, J., Thum, Y.M., Reifsneider, D., and Schiff, T.W. *TAP Preliminary Results Report: Year Three Results from Arizona and Year One Results from South Carolina*. Santa Monica, Milken Family Foundation, 2004.
- Schacter, J., Schiff, T., Thum, Y.M., Fagnano, C., Bendotti, M., Solmon, L., Firetag, K., & Milken, L. *The Impact of the Teacher Advancement Program*. Santa Monica, Milken Family Foundation, 2002.
- Schiff, T.W. *Political Identification and Political Attitudes of American College Students*. Unpublished doctoral dissertation, University of California, Los Angeles, 1993.
- Schiff, T.W. "Principals' Readiness for Reform: A Comprehensive Approach", *Principal Leadership*, vol.2, no.5, January 2002.
- Schiff, T.W. and Solmon, L.C. *California Digital High School Process Evaluation: Year One Report*. Milken Family Foundation: Santa Monica, CA, May 1999.
- Schiff, T.W. and Solmon, L.C. (Eds). *School technology policy: A discussion*. Milken Family Foundation: Santa Monica, CA, 1998.
- Solmon, L.C., and Schiff, T. W. (Eds). *Talented Teachers: The Essential Force for Improving Student Achievement*. Greenwich, CT: Information Age Publishing, Inc. 2003.
- Solmon, L.C., Agam, K.F., and Schiff, T.W. (Eds). *Improving Student Achievement: Reforms that Work*. Greenwich, CT: Information Age Publishing, Inc. 2004
- Solmon, L.C., and Schiff, T.W. National service: Is it worth government support? *Change*, September/October, 1993. Also published in *Jobs & Capital*, Volume III. Milken Institute for Job & Capital Formation: Santa Monica, winter 1994.
- Solmon, L.C., Solmon, M. and Schiff, T.W. The changing demographics: problems and opportunities. In W.A. Smith, P.G. Altbach, and K. Lomotey (Eds.) *The racial crisis in American higher education: Revised edition*. SUNY press: New York, 2002.
- Solmon, L.C., and Wingard, T.L. The changing demographics: problems and opportunities. In P. Altbach and K. Lomotey (Eds.) *The racial crisis in American higher education*. SUNY Press: New York, 1991.
- Wingard, T.L., Treviño, J.G., Dey, E.L., and Korn, W.S. *The American College Student, 1989: National Norms for 1985 and 1987 Freshmen*. Los Angeles: Higher Education Research Institute, UCLA, 1991.
- Wingard, T.L., et. al. *The American College Student 1990: National Norms for 1986 and 1988 Freshmen*. Los Angeles: Higher Education Research Institute, UCLA, 1991.

PRESENTATIONS

TAP: The System for Teacher and Student Advancement. Presentation at the 2009 Teacher Advancement Program and National Educator Awards Conferences. Los Angeles, CA. April 2009.

PACE/Full Circle Fund Alternative Compensation Conference. TAP: The System for Teacher and Student Advancement. Oakland, CA. March 2009. Los Angeles, CA. March 2009.

Teacher Advancement Program. Presentation at the 2008 Teacher Advancement Program and National Educator Awards Conferences. Los Angeles, CA. March 2008.

Teacher Advancement Program. Presentation at the 2007 National Educator Awards Conference. Washington, D.C. March 2007.

Teacher Advancement Program. Presentation at the 2006 National Educator Awards Conference. Washington, D.C. May 2006.

Sustaining TAP Funding. Presentation at the 6th Annual Teacher Advancement Program Conference. Hilton Head, South Carolina. November 2005.

The Teacher Advancement Program. Presentation at the 2005 National Educator Awards Conference. Washington, D.C. April 2005

The Attitudes of TAP Teachers: Change Can be Tough. Presentation at the 5th Annual Teacher Advancement Program Conference. Vail, Colorado. November 2004.

The Teacher Evaluation System and PAMS. Presentation at the 5th Annual Teacher Advancement Program Conference. Vail, Colorado. November 2004.

Improving Student Achievement by Improving Teacher Quality. Presentation at the Mississippi Governor's Education Summit. Jackson, Mississippi. October 2004.

TAP Links to Higher Education and Recruitment Efforts. Presentation at the 4th Annual Teacher Advancement Program Conference. Charleston, South Carolina. November 2003

The Teacher Advancement Program: Attitudes of the Teachers. Presentation at the 3rd Annual Teacher Advancement Program Conference. Phoenix, Arizona. November 2002.

High School Principals: Facts and Trends. Presentation at the National Association of Secondary School Principals' (NASSP) National Convention. Atlanta, Georgia. March 2002.

What High School Principals Say About Themselves, Their Jobs, Teachers, and Their Schools. Presentation at the Association for Supervision and Curriculum Development's (ASCD) National Convention. San Antonio, Texas. March 2002.

The Teacher Advancement Program. Presentation at the Milken Family Foundation Alabama State Conference. Montgomery, Alabama. November 2000.

Multiple Career Paths and More. Presentation at the Milken Family Foundation National State Partners Conference. Phoenix, Arizona. November 2000.

Multiple Career Paths: The First Principle of TAP. Presentation at the Milken Family Foundation 2000 National Education Conference. Los Angeles, California. June 2000.

California Digital High School: Progress to Date. Presentation at the Milken Family Foundation California Education Conference. Santa Monica, California. November 1998.

California Digital High School Process Evaluation: Preliminary Findings. Presentation at the “School’s In Symposium” sponsored by the California Department of Education, Sacramento, California, August 1998 with Lewis C. Solmon.

Altruism versus Careerism: The Motivation Behind Community Service. Presentation at the meeting of the American Educational Research Association, San Diego, California, April 1998 with Linda J. Sax.

Potential of Technology in the Classroom: Results of a Survey of the 50 States. Presentation at the MacArthur Study Workshop, Cost-Effectiveness Networking Technologies for School and School/Home K-12 Networking. Washington, D.C., July 1995.

Students’ Political Identification and Attitudes on Political Issues: The Influence of Peers and Faculty. Paper presented at the meeting of the American Educational Research Association, Atlanta, Georgia, April 1993.

Promoting Academic Achievement among Students with Low College Admissions Test Scores. Paper presented at the First National Conference on Research in Developmental Education, Charlotte, North Carolina, November 1992 with Eric L. Dey.

EDUCATIONAL LEADERSHIP

2004-present Member, Board of Trustees, Milken Community High School, Los Angeles, CA

2005-present Member, Board of Directors, High-TechLA, an independent charter school, Los Angeles, CA

KRISTAN VAN HOOK
National Institute for Excellence in Teaching
Vice President, Public Policy and Development

SUMMARY

As vice president for public policy and development at the National Institute for Excellence in Teaching, Kristan Van Hook develops and implements strategies to build support of the Foundation's education initiatives, including the Teacher Advancement Program (TAP). She has over 15 years of experience in government and public policy, serving in senior staff positions at the U.S. House of Representatives Energy and Commerce Committee and as director of congressional affairs at the U.S. Commerce Department's National Telecommunications and Information Administration where she worked on administration initiatives in the area of education technology. In 1997, Ms. Van Hook started a successful public policy firm, representing corporate and nonprofit clients in the fields of communications and education, and served as executive director for the Partnership for 21st Century Skills, a coalition of business, community and education organizations. In 2004 she joined the TAP team, and plays a leading role in policy development around teacher effectiveness. Kristan graduated from Dartmouth College and the Kennedy School of Government at Harvard University.

EDUCATION

M.A., Public Policy, Harvard University, John F. Kennedy School of Government, Cambridge, Massachusetts, 1990, Teaching Assistant in Economics; Awarded Kennedy School Fellowship
B.A., History, Dartmouth College, Hanover, New Hampshire, 1986, Cum Laude

EMPLOYMENT HISTORY

2004-present	National Institute for Excellence in Teaching, Washington, DC, Vice President, Public Policy and Development
2005-2006	Teacher Advancement Program Foundation, Washington, DC, Vice President, Public Policy
2004-2005	Teacher Advancement Program, Washington, DC, Vice President, Public Policy
2002-2003	Infotech Strategies, Washington, DC, Principal
1997-2002	Mindbeam/Simon Strategies, Washington, DC, President
1996-1997	U.S. Commerce Department, National Telecommunications and Information Administration, Director, Office of Congressional Affairs
1993-1996	U.S. House of Representatives, Subcommittee on Telecommunications and Finance, Policy Analyst
1990-1992	U.S. House of Representatives, Congressional Aide

RELEVANT EXPERIENCE

Public Policy Advocate for Teacher Effectiveness Reforms

- Ms. Van Hook serves as the Vice President of Public Policy and Development and develops and advocates policy initiatives in the area of teacher effectiveness. Her position at NIET is to be a thought leader and expert resource in the area of teacher effectiveness to maximize NIET's role in education policy by building relationships with key federal and state policymakers, other education organizations, business leaders and opinion makers. Ms. Van Hook develops and executes public policy strategies to build awareness and support for the NIET's programs, including the Teacher Advancement Program (TAP), and provides information and strategic advice to the NIET leadership staff regarding developments in education policy at the federal and state level.
- Ms. Van Hook provides information and analysis to NIET colleagues about the development of education initiatives, and works with other NIET staff to create reports, white papers and guides regarding teacher effectiveness and education policy reforms. Ms. Van Hook has developed strong communications and coordination strategies to support TAP in its expansion and visibility.
- Ms. Van Hook works to secure funding for TAP in new and expanding states. She identifies and pursues opportunities within federal and state policy circles to promote TAP and its concepts, in an effort to effectively incorporate support for the program into state, district and school plans and budgets.

Public Relations and Business Consulting: Education and Health Information and Communications Technology

- Ms. Van Hook represented the nation's third largest Internet service provider in the areas of telecommunications policy, spam, new wireless applications, and consumer initiatives with an emphasis on education and health technology. At Infotech Strategies, she provided strategic advice on developments in broadband applications and services for an international equipment and content company. Her work included advising a leading national equipment provider on wireless spectrum developments and regulations, education policies and programs, and digital rights management; advising an educational foundation on its annual conference and on ways to develop greater national support and visibility for its teacher quality program; as well as working with national coalition of educators to retain access to education spectrum and to update rules to support its use for broadband services.
- Ms. Van Hook served as the Executive Director of the Partnership for 21st Century Skills, a business-education coalition working to promote 21st century skills in K-12 education.

Public Policy Consulting: Telecommunications, Technology and Information

- Ms. Van Hook built a highly successful consulting firm providing policy consulting and advice, representation, public affairs guidance and business development assistance. Working with clients in the telecommunications, technology and information industries, she co-directed the openNET coalition. This organization, which represents 1000

Internet companies including Internet service providers, media companies, and telecommunications firms whose goals are to gain access to cable high speed networks.

- Ms. Van Hook worked with a number of companies and organizations, including assisting an innovative wireless company in obtaining authorization for operation of its new wireless communications technology as well as in securing investments and publicity; advising the CEO of a major Japanese electronics and media company on strategic planning related to the Internet and new media development; representing a national education group and coalition of educators to preserve radio spectrum licenses across the country for educational purposes; and providing strategic advice to an international electronics manufacturer in implementing federal requirements for access for the disabled to telecommunications equipment. She also worked with a major telecommunications and Internet equipment supplier and an educational software company to provide business community support for the E Rate program.
- Ms. Van Hook's public speaking experience includes print and television interviews with national media. She has been invited to speaking presentations to organizations and conferences in Madrid, Stockholm, Paris, and states across the country.

National Telecommunications and Information Administration Policy Development

- Ms. Van Hook was principally involved in developing, communicating and representing Administration policy on the Telecommunications Act of 1996. She developed initiatives on advanced telecommunications networks, the Telecommunications Opportunity Program, the E Rate and funding for school connectivity, and children's television. Ms. Van Hook briefed the President and Vice President on media violence and the V-chip. Along with building a broad coalition among educators, non-profits, community networking organizations and private companies in support of a multimillion dollar grant program, Ms. Van Hook worked with the Administration and Congress to develop and pass a 300 person agency budget.

Federal Policy Analysis and Development

- At the U.S. House of Representatives Subcommittee on Telecommunications and Finance, Ms. Van Hook was principally involved in development and drafting of legislation impacting the communications, media and information industries.
- Ms. Van Hook negotiated closed captioning and video description requirements for the disabled; advised Chairman and Committee Members; conducted oversight, investigative and legislative activities relating to the telecommunications, media and information industries; served as principal advisor to the Chairman at hearings; wrote Committee reports, speeches and opinion pieces; analyzed agency and departmental budgetary requests; and conducted extensive work with Executive Branch, Federal Communications Commission, public interest groups and representatives of the cable, satellite, broadcasting, telephone and consumer electronics industries.

GLENN A. DALEY
Senior Researcher
National Institute for Excellence in Teaching

RESEARCH INTERESTS

Educational policy, finance, and program analysis. Teacher quality and instructional practices.

Performance measurement, principal-agent analysis, and hybrid governance in public management.

Public choice, institutions, and the interplay of policy analysis and public discourse.

Dissertation (completion expected 2010):

Value-Added Teacher Accountability: Reconciling Policy Goals, Data Constraints, and Modeling Methods. Committee: Susan Gates, chair, Dominic Brewer, Richard Buddin, and Vi-Nhuan Le.

EDUCATION

Pardee RAND Graduate School

Doctor of Philosophy in Policy Analysis. Expected 2010

Master of Philosophy in Policy Analysis. 2001

Honors: General Distinction on doctoral qualifying examinations. 2001

Member, Faculty Curriculum and Appointments Committee. 2001-2002

Electives: Quantitative Methods in Education Policy Analysis, Multilevel Modeling, International Economics, Incentives and Organizations, Welfare Reform, Sociocultural Diversity, History and Public Policy, Psychology and Policy Analysis, Technology and Policy, Long Term Policy Analysis, Business and the Environment, Weapons of Mass Destruction.

Atkinson Graduate School of Management, Willamette University

Master of Business Administration in Public, Private, and Not-for-Profit Management
(MBA/MPA dual accreditation). 1999

Honors: Beta Gamma Sigma and Pi Alpha Alpha

Representative, Curriculum Committee. 1997-1998

English writing tutor for international graduate students. 1996-1999

Electives: Benefit-Cost Analysis, Management Controls, Investments, International Finance, International Management, Marketing Research, Business & Economic Forecasting, Financial Reporting, Management Science.

Stanford University

Bachelor of Arts in English Literature and Creative Writing. 1979

Electives: Economics, Psychology, History, Demographics, Astronomy, Aerospace Science, Music, Comparative Religion, Classical Greek.

Football team equipment manager.

SOFTWARE AND DATABASE SKILLS

Expert: Stata, FoxPro/dBase, Excel, Word, LAUSD's Student Information Systems.

Experienced: SPSS, PowerPoint, Visio, SQL, BASIC, Pascal, EndNote, Access, AutoCAD, California Department of Education CBEDS, U.S. Department of Education CCD.

Glenn A. Daley

EXPERIENCE

National Institute for Excellence in Teaching

Senior Researcher. 2009-2010

Managing research and data systems for nonprofit organization with Teacher Advancement Program (TAP) currently in 229 schools nationwide.

Interact with program staff, evaluators, funders, local school staff, district and state staff, and independent researchers regarding program data and evidence of effectiveness.

Los Angeles Unified School District

Director of Program Evaluation and Research. 2006-2008

Chief Educational Research Scientist. 2006

Program Evaluation and Research Coordinator. 2004-2006

Professional Expert. 2003-2004

Managed research branch (up to 33 regular staff and \$8 million budget in 2006-2007, substantially reduced by subsequent budget cuts).

Oversaw charter school renewal evaluations, program evaluations for major district initiatives, and policy analysis unit.

Chaired Research Review Committee. Served on Superintendent's Cabinet.

School of Policy, Planning, and Development, University of Southern California

Instructor. 2003-2007

Taught the core course in Public Sector Economics for MPP, MPA, MHA, and PhD programs.

Recognized by students as Adjunct Professor of the Year (in a 3-way tie), 2005.

Urban Education Partnership, Los Angeles, California

Program Evaluation Consultant. 2002-2003

Assessed the student achievement and teacher retention outcomes of a teacher development collaborative supported by the Annenberg Foundation and the Hewlett Foundation.

RAND Corporation, Santa Monica, California

Doctoral Fellow (OJT roles as research assistant, junior policy analyst). 2000-2003

Participated in RAND research projects in governance of adult education, charter school operations and performance, teacher recruitment and retention, welfare reform, and cross-cultural training for international service workers.

Pardee RAND Graduate School, Santa Monica, California

Teaching Assistant in Econometrics. 2001

Teaching Assistant in Analytic Methods. 2001

International Air Academy, Vancouver, Washington

Waste Management, Inc., Portland, Oregon

Project Accountant. 1998-1999

Glenn A. Daley

EXPERIENCE (continued)

DEC Inc. and Columbia College of Business, Tigard and Clackamas, Oregon

Accounting and Strategic Planning Consultant. 1996-1998

Controller. 1994-1996

Instructor, Program Director, and Information Systems Manager. 1988-1996

Managed cash flow, general accounting, and budgeting activities for proprietary vocational schools. Managed compliance with federal and state regulations for financial aid programs.

Installed and administered Novell network and FoxPro database systems.

Taught courses in Microcomputer Applications, Accounting, and Business Management.

Directed vocational school programs in computer career fields.

Researched and wrote curricula on computer skills and customer service.

Employee of the Year Award. 1992

Computer Career Institute, Portland, Oregon

Instructor. 1987-1988

Taught courses in Microcomputer Applications and Programming in BASIC & dBase.

Portland Community College, Portland, Oregon

Instructor. 1983-1984

Taught Microcomputer Applications, Business Computing, and Programming in BASIC.

National Micro Distributors, Beaverton, Oregon

Operations and Technical Support Manager. 1984-1985

Streamlined customer service and shipping operations to reduce turnaround time.

Assisted development and led marketing introduction of the Magnum XT computer product line.

Self-Employed, Portland Oregon

Systems Consultant, Programmer, Trainer, Technical Writer. 1982-1990

Installed and supported Novell networks and other business computer systems.

Developed applications in Pascal, FoxBase, Lotus 123, and PageMaker.

Pegasus Computer Store, Portland, Oregon

Sales Consultant and Training Coordinator. 1981-1982

Developed computerized sales presentation and prospect tracking tools.

United States Navy

Officer Candidate, Officer Programs Recruiter, Assistant to Department Head. 1979-1981

Navy Recruiting Silver Wreath Award. 1981

Honorable discharge due to service-connected disability.

Reorganized departmental administrative systems and prospect tracking system.

Wrote market analysis and marketing plan for officer programs recruiting in regional district.

Bank of the West, Palo Alto, California

Vault Teller, Assistant Operations Officer. 1977-1978

Responsible for high-volume customer service operations and balancing branch cash.

Conducted statistical study of daily cash flows and developed algorithm to reduce cash on hand.

Glenn A. Daley

PEER-REVIEWED PUBLICATIONS

- Guarino, Cassandra, Lucrecia Santibanez, and Glenn Daley. 2006. "Teacher Recruitment and Retention: A Review of the Recent Empirical Research Literature." *Review of Educational Research*, 76:2.
- Guarino, Cassandra, Lucrecia Santibanez, Glenn Daley, and Dominic Brewer. 2004. *A Review of the Research Literature on Teacher Recruitment and Retention*. RAND, Santa Monica.
- Chau, Derrick, Dan McCaffrey, Ron Zimmer, Glenn Daley, and Brian Gill. 2003. "Students Served by Charter Schools." In: Zimmer, Ron, *et al.* 2003. *Charter School Operations and Performance: Evidence from California*. RAND, Santa Monica.
- Chau, Derrick, Glenn Daley, and Brian Gill. 2003. "Authorization, Governance, and Oversight of Charter Schools." In: Zimmer, Ron, *et al.* 2003. *Charter School Operations and Performance: Evidence from California*. RAND, Santa Monica.
- Daley, Glenn, Dina Levy, Tessa Kaganoff, *et al.* 2003. *A Strategic Governance Review for Multi-organizational Systems of Education, Training, and Development*. RAND, Santa Monica.
- Augustine, Catherine, Dina Levy, Roger Benjamin, Tora Bikson, Glenn Daley, *et al.* 2003. *Strategic Assessment and the Development of Interorganizational Influence in the Absence of Hierarchical Authority*. RAND, Santa Monica.
- Daley, Glenn. 2003. "Economics, Transaction Cost." In Rabin, Jack, ed. *Encyclopedia of Public Administration and Public Policy*. Marcel Dekker, New York.
- Daley, Glenn. 2003. "Economics, Welfare." In Rabin, Jack, ed. *Encyclopedia of Public Administration and Public Policy*. Marcel Dekker, New York.
- Naschold, Frieder, and Glenn Daley. 1999. "Learning from the Pioneers," "The Strategic Management Challenge," and "The New Interface Challenge." *International Public Management Journal*, 2:1.
- Daley, Glenn. 1980. "Leadership for Renewal," First Prize, Vincent Astor Memorial Leadership Essay Contest, *U. S. Naval Institute Proceedings*, 106:7.

CONFERENCE PRESENTATIONS

- National Teacher Advancement Program Conferences**, 2009 and 2010 (with Elizabeth Poda): "Using Value Added Data in the Classroom"
- American Educational Research Association**, 2009 (with Steven Frankel): "Value Added Evaluation of After School Programs"
- American Educational Research Association**, 2007: "Value Added and Standards Based"
- American Evaluation Association**, 2006: "A Case Study of a Collaborative Evaluation"
- California Educational Research Association**, 2005: "A Feasible Approach to Value-Added Modeling with California Standards Test Scores"

Glenn A. Daley

CONFERENCE PRESENTATIONS (continued)

American Educational Research Association, 2005 (co-author; presented by Nada Rayyes): “Practices for the Development of Professional Learning Community in Charter Schools”

American Educational Research Association, 2004 (with Derrick Chau and Brian Gill): “Balancing Support and Oversight: Exploring Chartering Authority Relationships with Charter Schools in California”

American Evaluation Association, 2003: “Monitoring Charter Schools: Organizational Challenges and Opportunities for Large School Districts”

Council of the Great City Schools, 2002 (with Joseph Braun): “A Systemic Approach to Retaining Qualified Teachers in Hard-to-Staff Urban Schools”

OTHER PUBLICATIONS

Daley, Glenn, and Lydia Kim. 2010. *A Teacher Evaluation System that Works*. National Institute for Excellence in Teaching, Marina del Rey.

Frankel, Steven, and Glenn Daley. 2007. *An Evaluation of After School Programs Provided by Beyond the Bell's Partner Agencies*. Research Support Services, Marina del Rey.

Daley, Glenn, and Rosa Valdés. 2006. *Value Added Analysis and Classroom Observation as Measures of Teacher Performance: A Preliminary Report*. Los Angeles Unified School District, Los Angeles.

Daley, Glenn, and Jessica Norman. 2005. *Learning from Charter Schools in Los Angeles*. Los Angeles Unified School District, Los Angeles.

Koetje, Michelle, and Glenn Daley. 2005. *Charter School Renewal Case Study: Canyon Charter School*. Los Angeles Unified School District, Los Angeles.

Daley, Glenn. 2005. “Value Added Analysis” sections in *Charter School Renewal Case Studies* for Marquez Charter School, Topanga Elementary School, Paul Revere Charter Middle School, and Camino Nuevo Charter Academy. Los Angeles Unified School District, Los Angeles.

Daley, Glenn. 2003. “Impact Assessment of the DELTA Teacher Development Collaborative.” Urban Education Partnership, Los Angeles.

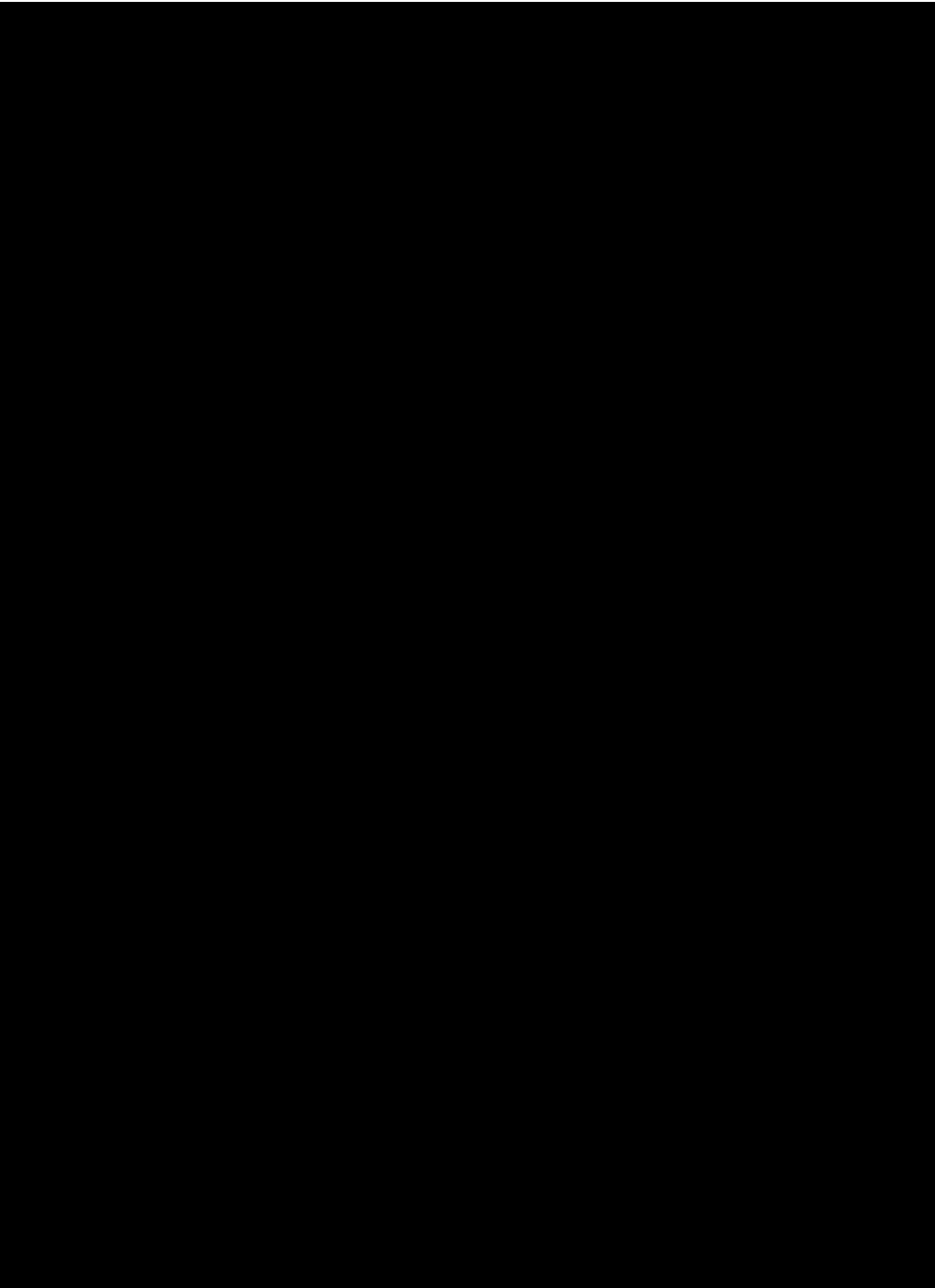
Levy, Dina, Catherine Augustine, Glenn Daley, *et al.* 2001. “A Review of the Revised Draft Standards and Metrics Prepared by the DoD Office of the Chancellor for Education and Professional Development.” RAND, Santa Monica.

Daley, Glenn, Tessa Kaganoff, Susan Gates, *et al.* 2000. “A Review of the Draft Standards Prepared by the DoD Office of the Chancellor for Education and Professional Development.” RAND, Santa Monica.

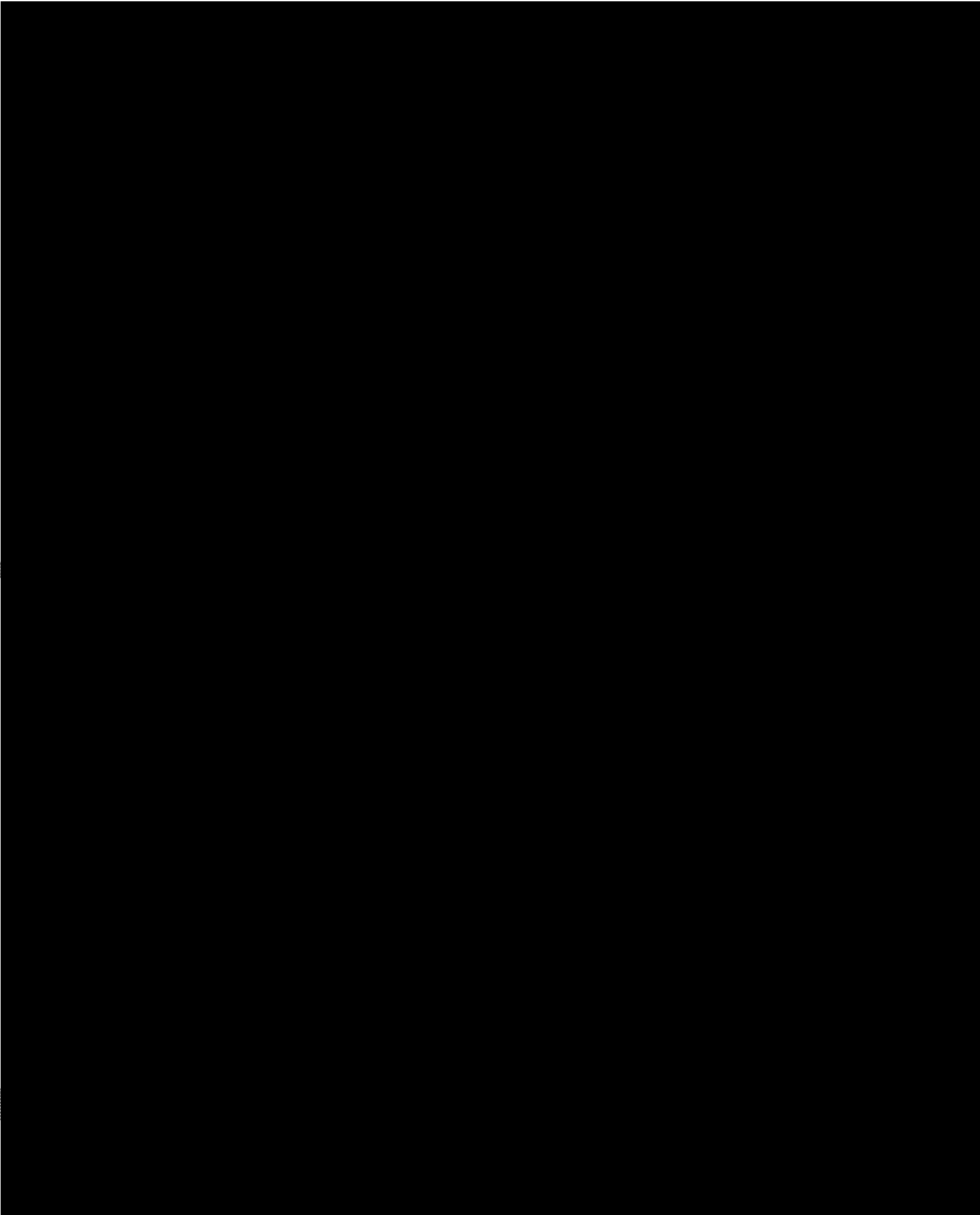
Daley, Glenn. 1983, revised 1986. *User Manual: Dyna-Star Maintenance Management System*. Decision Dynamics, Inc., Lake Oswego, Oregon.

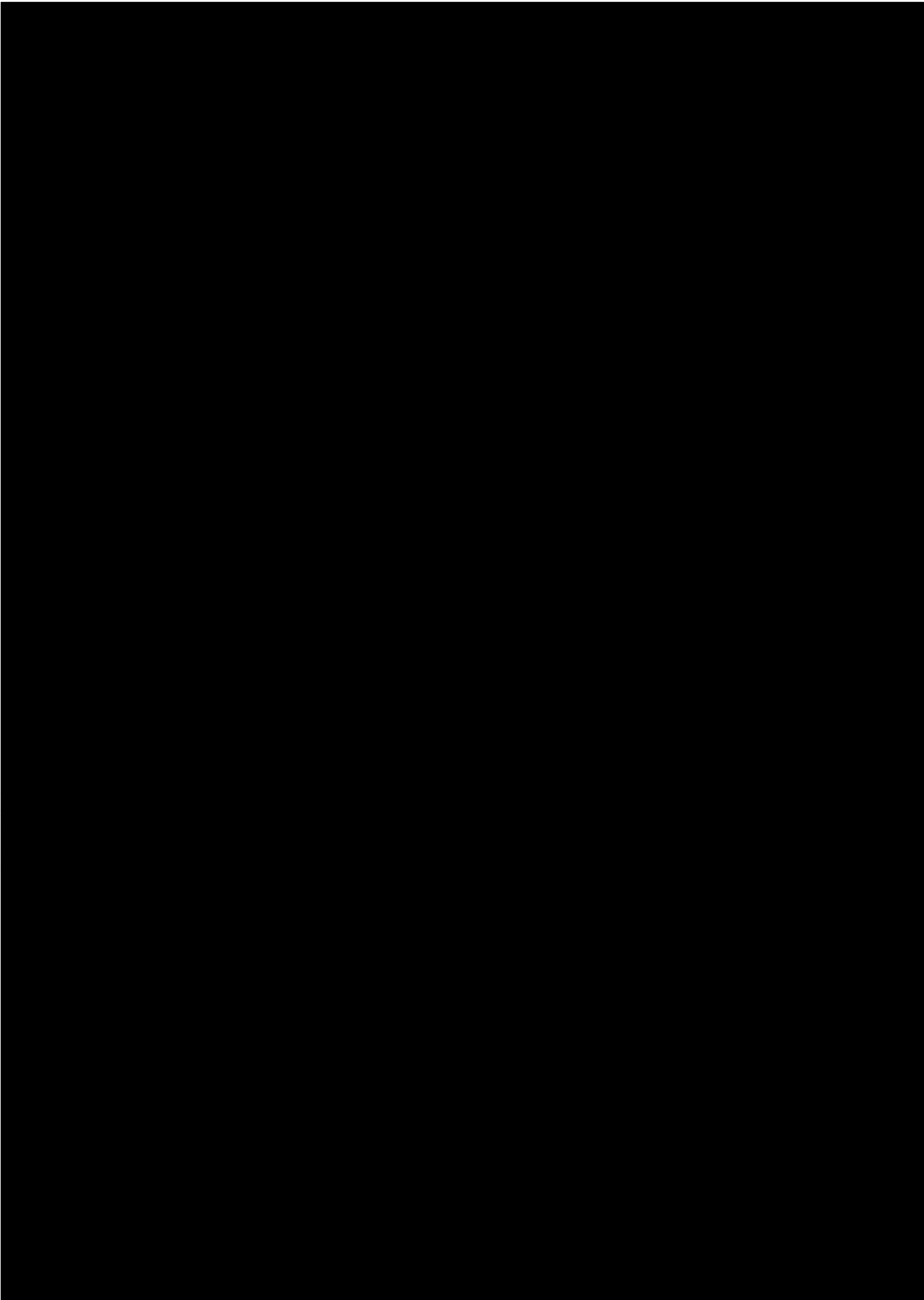
Miller, Robert, and Glenn Daley. 1983. *Contemporary Electronics Series*. McGraw-Hill, New York.

Miller, Robert, and Glenn Daley. 1982. *Microcomputer Literacy Program*. McGraw-Hill, New York.



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Budget Narrative

Budget Narrative

Attachment 1:

Title: **Budget Narrative** Pages: **28** Uploaded File: **Budget Narrative.pdf**

Budget Narrative:
Knox County Schools TAP Teacher Incentive Fund Grant

Knox County Schools (KCS) will use \$ [REDACTED] from the grant and contribute \$2.6 million in cost sharing, as well as \$ [REDACTED] in-kind contributions of personnel to achieve the project goals and objectives. Each year, the district will assume more fiscal responsibility for the compensation of teachers and principals. In this way, they will be able to sustain the system beyond the life of the grant.

A: Federal Request

ED 524 Category	Year 1	Year 2	Year 3	Year 4	Year 5
Personnel	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Travel	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Equipment	\$0	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0	\$0
Contractual	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Other	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Project Request	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

B: Non-Governmental

ED 524 Category	Year 1	Year 2	Year 3	Year 4	Year 5
Personnel	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Fringe	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Travel	\$0	\$0	\$0	\$0	\$0
Equipment	\$0	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0	\$0
Contractual	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0
Indirect Costs	\$0	\$0	\$0	\$0	\$0
Project Match	\$0	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Personnel and Fringe

Budgeted salaries are included in the narrative below. We have included a 3% cost-of-living increase for school personnel and 4% cost-of-living increase for NIET personnel.

Knox County Schools

Project-level Personnel

District TAP Director: NIET and KCS will hire a District TAP Director (DTD). The DTD will devote 100% of their time to overseeing the implementation of TAP in KCS, providing onsite technical assistance for the school based professional development, and serving as liaison with the partners (e.g. NIET) and the needed service providers. The DTD will focus on addressing the specific needs of the high schools in this grant. NIET and KCS will seek individuals with at least five years of K-12 classroom teaching experience, preferably with experience in a TAP high school, K-12 school administrative experience, preferred, and master's degree in education, preferred. The position will require knowledge of curriculum development and best instructional practices and the ability to work with administrators and teachers in a broad array of schools. The salary for the DTD is \$██████ recurring annually with a 3% cost-of-living increase.

District Executive Master Teacher: NIET and KCS will hire a District Executive Master Teacher (DEMT) who will be solely responsible for the onsite technical assistance of the different TAP processes. The DEMT will be based in the district and spend 100% of time at the school site working directly with master and mentor teachers. KCS, with the assistance of NIET, will seek applicants with at least five years of classroom teaching experience, preferably as a master teacher in a TAP school and preferably a master's degree in education. The position will

also require demonstrated expertise in curriculum development, test analysis, mentoring and professional development and the ability to work with faculty from a broad array of schools. The salary for the EMT is [REDACTED] recurring annually with a 3% cost-of-living increase.

KCS Project Personnel Salary		Year 1	Year 2	Year 3	Year 4	Year 5
	Salary	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost
District TAP Director	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
District Executive Master Teacher	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Total		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

School-level Personnel

Master Teachers: There are 13 master teacher positions funded through the NIET-KCS TAP grant and their average salary, based on the district salary schedule and the number of years of educational experience required, should be [REDACTED] per position. KCS will contribute an additional 17 FTEs as master teachers, and 11 master positions will have 50% classroom duties for a total of 41 total master teachers. These positions also have a 3% annual cost-of-living increase from Y 2-5. To support the effectiveness of Master Teachers in KCS TAP schools, we propose the following:

- Master teachers: This grant will support one master teacher position for each school. These positions will be filled at the end of Y 1, which will be a planning period in KCS. We have budgeted [REDACTED] as the average salary of master teachers and allocated funds for 3% cost-of-living increase in subsequent years of the grant.
- Augmentations for Master teachers: This grant will pay for the salary augmentation of the Master Teachers hired at each school site. Each master teacher regardless of base salary

will receive [REDACTED] in salary augmentation to help ease the burden of staffing in hard-to-staff schools. The total cost in Y 2-5 is \$ [REDACTED] recurring annually.

Mentor Teachers: To support the effectiveness of Mentor Teachers in KCS TAP schools, we propose the following:

- Augmentations for Mentor teachers: This grant will pay for salary augmentations of the Mentor teachers hired at each site. This includes an average of 6-8 Mentor teacher augmentations for each of the 13 TAP schools, for a total of 94 Mentor teacher positions. These positions will be hired during Y 1 of the project. The Mentor teacher salary augmentation is [REDACTED] for a total cost of [REDACTED] recurring annually Y 2-5.

Performance Bonuses: We will establish a bonus pool for year-end incentives using funds allocated from the TIF grant and matched funds from KCS. It should be noted that for teachers and administrators the actual performance bonus could range from zero to significantly above the average, since the awards are differentiated based on performance. The project is designed to create the possibility for the most effective teachers and principals to earn substantial annual performance bonuses.

- Teachers: The performance bonus pool for teachers will be \$ [REDACTED] per eligible teacher.
- Principals: The award pool for principals will be \$ [REDACTED] per principal.
- Assistant Principals: The award pool for assistant principals [REDACTED] We have budgeted for 32 assistant principals.

Recruitment and Retention Bonuses: The recruitment and retention bonuses of \$ [REDACTED] each are allocated annually based on hard to staff subjects in high needs schools. Approximately, 68 new teachers under this grant will fulfill that requirement. We have budgeted for [REDACTED] annually in Y 2-5 of the grant using funds requested under this grant and cost sharing with KCS. These bonuses are contingent upon returning for the subsequent year and being effective through student achievement growth or proficient observational scores.

School Level Salaries											
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 1	Year 2	Year 3	Year 4	Year 5
Masters											
Master Teacher	Avg. Salary	# FTE	# FTE	# FTE	# FTE	# FTE	-			\$	
Augmentation		# of Masters	# of Masters	# of Masters	# of Masters	# of Masters					
Mentors											
Salary Augmentation	Augmentation	# of Mentors	# of Mentors	# of Mentors	# of Mentors	# of Mentors					
Performance Bonuses											
Teachers	Pool	# teachers	# teachers	# teachers	# teachers	# teachers					
School Administrators	Pool	# administrators	# administrators	# administrators	# administrators	# administrators					
Recruitment and Retention Bonuses											
Teacher recruitment and retention	Bonus	# teachers	# teachers	# teachers	# teachers	# teachers					
Total School-level Personnel Costs							\$0				

National Institute for Excellence in Teaching

We have allocated funding for NIET staff including salaries and fringe benefits in order to develop the systems and components proposed in this program, provide training and support, and perform tasks necessary to administer this grant. A number of key NIET personnel will devote a percent of their time to the successful implementation of this project as described in the project narrative under Adequacy of Support for the Proposed Project. We have used representative salaries that represent programmatic assignments and responsibilities for current NIET personnel.

TIF Project Director: The personnel costs in NIET-KCS TAP include 50% of Jason Culbertson's time, NIET's Senior Vice President of School Services, who will serve as Project Director (PD). The PD will handle administrative and management duties associated with the grant including: oversee all aspects of TAP operation in KCS; assist in aligning TAP implementation and this grant effort to the long-term strategic plan of KCS; lead annual advisory board meetings; work closely with NIET senior management and KCS district administration to select, train and supervise the new positions under this grant; provide onsite technical assistance as needed; provide training on the TLT Observation Rubric to TAP district leaders; and work with KCS to attract high caliber teachers and principals.

Previously, Mr. Culbertson managed the federal grant awarded to South Carolina TAP through the Teacher Incentive Fund as a PD. Mr. Culbertson has extensive experience with TAP, which began as he worked his way up the career path from a career teacher within a TAP school to master teacher. Prior to his current position at NIET, Mr. Culbertson was the Executive Director

for South Carolina TAP for four years. In this capacity, he was responsible for grant management and oversight, budget creation and implementation, as well as providing technical support to schools. NIET believes that his 50% time commitment to this project coupled with his qualifications and credibility within the TAP system will allow him to serve as an effective PD for this grant.

Grant Coordinator: NIET will hire a Grant Coordinator to support this TIF grant project. The Grant Coordinator will work with the Project Director on all requirements of the grant including: daily grant operations; monitoring expenditures on current awards; communicating regularly with KCS business offices; and serving as administrator of the grant. NIET and KCS will seek applicants who have a Bachelor's Degree in Business Administration or an equivalent combination of training and experience; strong computer and organizational skills; and previous experience with grants administration. [REDACTED] [REDACTED] [REDACTED]

[REDACTED] This position will devote 50% of their time to this project, which will be adequate to carry out the responsibilities outlined above.

President and Chief Executive Officer: Dr. Gary Stark is responsible for the management, operations and performance of NIET. He works closely with NIET senior staff to oversee activities related to the implementation and advancement of TAP across the country, including KCS if funded under this proposal. With his diverse educational background at all levels, Dr. Stark plays an integral role fostering partnerships and works hand-in-hand with district, state and federal officials on all aspects of TAP's comprehensive school reform effort. Dr. Stark will provide in-kind services as needed.

Senior Vice President: Dr. Tamara Schiff, NIET Senior Vice President, will work with the PD to provide fiscal and administrative oversight of the project. Dr. Schiff has led administration of federal and private grants totaling over \$30 million. She is currently the PD for NIET's Teacher Incentive Fund grant, which has consistently achieved its milestones on time and within budget. Dr. Schiff will dedicate 10% of her time to ensure proper oversight and administration of the grant.

Senior Vice President: Kristan Van Hook develops and implements strategies to build support for NIET's education initiatives, and will also take on this role for the TIF grant by developing and executing strategies to communicate results of the project to policy makers, practitioners and the public. Ms. Van Hook brings over 20 years of experience in government and public policy, and will contribute 10% of her time to provide communications management for this grant, which is adequate to fulfill the project's communication efforts.

Senior Researcher: Glenn Daley is responsible for carrying out internal research activities for NIET and TAP including oversight of data collection and systems. He will act as liaison between the grant's local evaluator and provide oversight of the evaluation. Prior to joining NIET, Mr. Daley worked for five years in the Program Evaluation and Research Branch of the Los Angeles Unified School District (LAUSD). Mr. Daley will spend 15% of his time to ensure that the local evaluation is carried out effectively.

Senior Program Specialists: The Senior Program Specialists work closely with senior NIET management to support all aspects of TAP operations, including TAP trainings, partnership support, NIET School Reviews, and other projects. Teddy Broussard and Anissa Rodriguez will each contribute 5% of their time to provide training to ensure the successful implementation of TAP. Prior to their current positions, Mr. Broussard was the Executive Director of Louisiana TAP and Ms. Rodriguez was a TAP Regional Coordinator with Texas TAP. The percentage of time contributed by the Senior Program Specialists will decline from Y 1-3 to Y 4-5 reflecting the reduced support needs of the grant schools and the district- and school-level capacity that will have been built to successfully implement and sustain the program.

Project Administrator: Debbie White will be responsible for the financial aspects of this grant's administration as well as audit preparation. In addition, her salary reflects her experience with financial record keeping for NIET, including reviewing expense reports, invoices and general expenses before submitting them to accounting for processing. Ms. White's percentage of time remains constant at 5% as her responsibilities under the grant are constant.

Program Associates: Lisa Shapiro and Monica Mean will each contribute 5% of their time to support the project and meet monitoring and reporting requirements. Their percentage of time remains constant as their responsibilities under TIF are constant.

NIET Personnel										
	Y 1	Y 2	Y 3	Y 4	Y 5					
Personnel	Percentage of time									
Glenn Daley										
Kristan Van Hook										
Teddy Broussard										
Anissa Rodriguez										
Lisa Shapiro										
Monica Mean										
Debbie White										
Tamara Schiff										
Jason Culbertson										
Grant Coordinator										
Total NIET Personnel										

Fringe

The **rates of fringe for personnel** are as follows:

- KCS personnel:
- Performance bonuses:
- Teacher recruitment and retention
-

The rates for KCS personnel include: the fringe benefits of social security; state retirement for certified and full-time employees; medical insurance for full-time employees; and life insurance for full-time employees. The rates of fringe on performance bonuses and teacher recruitment and retention bonuses incorporate social security and state retirement benefits for certified and full-time employees. NIET personnel rates of fringe include: employer payroll taxes (FICA, Medicare, SUI); employee medical, dental, life and accidental death and disability insurance; worker's compensation insurance; 403(b) plan match; and employee parking.

KCS Project Personnel Fringe		Year 1	Year 2	Year 3	Year 4	Year 5
	Base Fringe	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost
District TAP Director						
District Executive Master Teacher						
Total						

School-level Fringe						
	Base Rate	Year 1	Year 2	Year 3	Year 4	Year 5
MASTER TEACHERS						
Master Teacher						
Salary Augmentation						
Subtotal		-	\$			
MENTOR TEACHERS						
Salary Augmentation						
Subtotal		-				
PERFORMANCE BONUSES						
Teachers						
Administrators						
Subtotal						
RECRUITMENT AND RETENTION BONUSES						
Teacher recruitment and retention						
Subtotal		-	\$			
Total Fringe			\$			

NIET Personnel Fringe										
	Y 1	Y 2	Y 3	Y 4	Y 5	Y 1	Y 2	Y 3	Y 4	Y 5
Personnel	Percentage of time					Total cost				
Glenn Daley	█	█	█	█	█	█	█	█	█	█
Kristan Van Hook	█	█	█	█	█	█	█	█	█	█
Teddy Broussard	█	█	█	█	█	█	█	█	█	█
Anissa Rodriguez	█	█	█	█	█	█	█	█	█	█
Lisa Shapiro	█	█	█	█	█	█	█	█	█	█
Monica Mean	█	█	█	█	█	█	█	█	█	█
Debbie White	█	█	█	█	█	█	█	█	█	█
Tamara Schiff	█	█	█	█	█	█	█	█	█	█
Jason Culbertson	█	█	█	█	█	█	█	█	█	█
Grant Coordinator	\$ █	█	█	█	█	█	█	█	█	█
Total NIET Fringe	█	█	█	█	█	█	█	█	█	█

Travel

Year 1 Only

NIET School Development Visits: The Project Director will make onsite visits to each location in preparation for full implementation. These developmental visits may take place before a District TAP Director is hired or may be done along with the District TAP Director as a way to provide training. The activities of these visits will vary based on the needs of the specific schools but could include TAP presentations, faculty meetings, interviewing master and/or mentor teacher candidates, etc. The onsite support consists of four trips during Y 1 only at a cost of \$ █ a trip, or █0 total Y 1 non-recurring. The cost is based on \$ █ airfare, █ a night for hotel, █ per diem based on IRS rates for Knox County.

Site visits: As part of Y 1 only, NIET and KCS will setup site visits for the teachers in the Knox TAP schools to see implementation in other states and engage teachers with the experiences of other TAP practitioners. These brief two day, one night trips as referenced in the communications plan will be critical to building awareness and increasing teacher buy-in. The trip will cost approximately \$ [REDACTED] person based on [REDACTED] airfare, [REDACTED] per night for hotel, and [REDACTED] per diem as set by IRS rates in New Orleans. We have allocated funds for approximately ten groups of eight teachers to attend different sites. The total non-recurring cost for Year 1 is [REDACTED]

Years 1-2

District TAP Director, District Executive Master Teacher: NIET provides training for district level TAP personnel. The District TAP Director and the District Executive Master Teacher will need to shadow other successful TAP locations during the planning period. Each trip (2 days/1 night) is \$ [REDACTED] based on estimated costs of [REDACTED] hotel ([REDACTED]) and per diem [REDACTED] in New Orleans, Louisiana. Year 1 includes two of these trainings; Y 2 has one training; and Y 3-5 has none.

Years 2-5

NIET School Review: The NIET School Review process is a measure of the fidelity of TAP implementation at specific school sites. The onsite review consists of one half day in each school and additional time onsite to review TAP documentation. In order to complete the reviews for the 15 schools in Knox County an NIET representative will make two trips consisting of five

days and five nights [REDACTED] \$ [REDACTED] per night for hotel, and \$ [REDACTED] per diem). The total cost per trip is \$4 [REDACTED] annually.

All Years

NIET Startup Workshop Training: All TAP leadership team members (principal, master and mentor teachers) must participate in TAP core trainings which include two three-day and one two-day workshop focused on the core elements of TAP implementation. Each training is divided into three parts—Overview and Evaluation A consisting of 3 days, Cluster and Leadership Team consisting of 3 days, and Evaluation B consisting of 2 days. During Year 1, the number of initial participants will require two trainings, and accordingly travel for two trainers to lead these three sessions is included in this budget for Year 1. In Year 2 - 5 of the grant, travel for one trainer has been budgeted as only one training will be necessary for new members of the leadership teams. The airfare for trainers is projected at [REDACTED], the IRS approved hotel rate in Knox County is \$ [REDACTED] per night with a per diem of [REDACTED] per day. The total travel cost of the three day trainings is \$ [REDACTED] per trainer and \$ [REDACTED] per trainer for the two day trainings.

Annual TAP Conference and Training: The Annual TAP Conference and Training is a three day, three night opportunity for career, mentor and master teachers, along with building and district level administrators, to receive advanced training from national experts across TAP implementation sites, as well as policy updates, and to network with colleagues to share common experiences and advice. The location of the TAP conference is traditionally held in Los Angeles, CA. The total cost is \$ [REDACTED] a person based on estimated costs of airfare ([REDACTED] lodging

(), and per diem (). A total of \$ has been allocated for seventy people among the thirteen schools under this grant and district office to attend.

In-district Travel: The District TAP Director and District Executive Master Teacher will travel approximately 4,000 miles each (17 miles a day) of intradistrict travel to provide support to the schools. The 12,000 mile total adjusted to the current IRS mileage reimbursement rate of \$0.50 per mile equals a recurring cost of a year.

TIF Grantee Meetings: Annually, there are two required TIF grantee meetings which will be attended by the Project Director and Grant Coordinator. The airfare (\$), hotel , and per diem are based on IRS rates for Washington, DC. We have budgeted \$ for each of the attendees, or total.

Annual Advisory Board Meeting: Two NIET employees, the NIET President (or designee) and the Project Director, will attend the two day, one night Annual KCS TIF Advisory Board Meeting in Knox County. The cost is recurring from Y 1-5 and totals per NIET employee for a total of a year. The cost is based or airfare per night for hotel, and per diem in accordance with IRS rates for Knoxville, TN.

NIET Technical Assistance: In order to provide technical assistance directly to the schools, the Project Director or another NIET trainer will be onsite to support the District TAP Director and or District Executive Master Teacher. The onsite support consists of three total three day, two night trips during Y 1, for a total of and one visit per semester in Y 2-5, for a total of

██████. The cost is based on ██████ for airfare, \$█████ a night for hotel, \$█████ per diem based on IRS rates for Knox County.

		Y1	Y2-5	Y1	Y2	Y3	Y4	Y5
	Unit Cost	# of units	# of units	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost
NIET School Development Visits (3 day/2 night) \$500/airfare, \$84/night hotel, \$56/day per diem (based on IRS Knoxville allocations)	Average cost	# of travelers	# of travelers					
	██████	█	█	██████	-	-	-	-
Site Visits Existing TAP Locations (2 day/1 night) \$500/airfare, \$133/night hotel, \$71/day per diem (based on IRS New Orleans allocations)= \$775/each	Average cost	# of travelers	# of travelers					
	██████	█	█	██████	-	-	-	-
District TAP Director and Executive Master Teachers (3 day/2 night) \$500/airfare, \$133/night hotel, \$71/day per diem (based on IRS New Orleans allocations)= \$979/each	Average cost	# of attendees	# of attendees					
	██████	█	█	██████	██████	-	-	-
NIET School Review (5 days/5 nights) \$500/airfare, \$84/night hotel, \$56/day per diem with 2 reviewers (based on IRS Knoxville allocations)	Average cost	# of travelers	# of travelers					
	██████	█	█	█	██████	██████	██████	██████
NIET Startup Workshop Training 1 (3 days/3 nights) \$500/airfare, \$84/night hotel, \$56/day per diem (based on IRS Knoxville allocations)	Average cost	# of travelers	# of travelers					
	██████	█	█	██████	██████	██████	██████	██████
NIET Startup Workshop Training 2 (3 days/3 nights) \$500/airfare, \$84/night hotel, \$56/day per diem (based on IRS Knoxville allocations)	Average cost	# of travelers	# of travelers					
	██████	█	█	██████	██████	██████	██████	██████

NIET Startup Workshop Training 3 (2 days/2 nights) \$500/airfare, \$84/night hotel, \$56/day per diem (based on IRS Knoxville allocations)	Average cost	# of travelers	# of travelers					
Annual National TAP Conference and Training (3 day/3 night) \$500/airfare, \$135/night hotel, \$71/day per diem (based on IRS Los Angeles allocations)=\$1,118/each	Average cost	# of travelers	# of travelers					
In-District Travel (12,000 annual miles by TAP Director and District Executive Master Teacher)	Mileage reimbursement: \$0.50							
2 Required TIF Grantee Meetings (2 participants; \$500/airfare, \$207/night hotel, \$71/day per diem) \$1084.50/each	Average cost	# of site visits	# of site visits					
Annual Advisory Board Meeting (2 day/1 night) \$500/airfare, \$84/night hotel, \$56/day per diem (based on IRS Knoxville allocations)= \$696 x 2 NIET representatives	Average cost	# of travelers	# of travelers					
NIET Technical Assistance Visits (3 day/2 night) \$500/airfare, \$84/night hotel, \$56/day per diem (based on IRS Knoxville allocations)	Average cost	# of travelers	# of travelers					
Total Travel								

Contractual

NIET Developmental meetings: NIET will provide 12 days of service onsite to prepare schools for TAP implementation. These meetings will focus on clearly communicating the TAP model and expectations for faculty. The daily rate for NIET staff onsite is [REDACTED] per day. There are

twelve days total of developmental meetings in Y 1, for a total of [REDACTED] and no days scheduled in Y 2-5 for school development work.

Startup Workshop Training: All TAP leadership team members are required to participate in CORE trainings which provide essential information needed for the successful implementation of TAP in a school. Master and mentor teachers, and school administrators are required to undergo intensive trainings focused on the essential elements of TAP implementation. This CORE TAP training consists of three separate workshops focusing on three core topics: 1) the TAP rubric, 2) TAP clusters, and 3) TAP leadership development. There are eight total days of TAP CORE startup training subdivided into an initial two day session, followed by a three day session, and a final two day session. The number of new mentor teachers, master teachers and administrators in Y 1 will require two separate groups for a total of 16 total days of training at a cost of [REDACTED]. In Y 2-4, CORE training will be conducted with a smaller group of teachers and administrators over eight days of training, for a total [REDACTED]

NIET Technical Assistance: The technical assistance provided by NIET will involve onsite training for the District TAP Director and District Executive Master Teachers. This will include formal trainings, site visits, coach the coach sessions, and planning sessions.

Computer Based Diagnostic Testing: In order to have individual teacher level student achievement data available for as many teachers as possible, the teachers in TAP schools grade K-3 and 9-11 will have the option to use a valid, reliable measure for student growth in the absence of state testing for that teacher. This measure will cost approximately \$7 per student in

grades K-1 and \$ [REDACTED] per student in grades 2-3 and 9-11. There are approximately 882 students in K-1 and 3,896 students in grades 2-3 and 9-11 for an annual recurring cost of \$ [REDACTED]

360 degree Principal Observational Tool: Each year as part of the principal and assistant principal evaluation component the district will utilize a valid and reliable, research-based 360 survey. The cost of the survey will be [REDACTED] per administrator. The annual recurring fee is [REDACTED] to administer the survey for each of the forty-five administrators across the 13 TAP schools under this grant.

Annual Access to TAP Training Portal: The TAP System Training Portal contains teacher and student strategies, over a hundred hours of TAP lessons with accompanying documentation, and training modules connected to the TAP rubrics. The annual membership to the TAP Training Portal is [REDACTED] per school, for a recurring cost of [REDACTED] annually for KCS TAP.

NIET School Review: The NIET School Review measures the fidelity of TAP implementation onsite. The per school rate for reviews is [REDACTED] This cost covers the time to produce a detailed, specific report which is generated for each site based on an in-person visit. The annual cost is [REDACTED]0.

Comprehensive Online Data Entry: The Comprehensive Online Data Entry (CODE) system managed by Innovative Architects houses all the teacher evaluation data and provides metrics for bonus calculations. Additionally, CODE is used by Leadership Team members to monitor the

evaluation process and help ensure a high degree of inter-rater reliability. The annual cost of CODE is \$ [REDACTED] school for a total annually recurring cost of [REDACTED]

Grant Evaluation: NIET will accept proposals for external local evaluator for the TIF grant in Knox County to assess progress towards the goals and objectives set forth in this proposal. The evaluation plan is described in the project narrative. We have budgeted [REDACTED] to be paid annually in Y 1-5.

Communication: The communications plan will ensure the results of TAP in the proposed grant sites and the impact of the TIF grant will reach the larger community. The communications plan will contain items targeted at our internal audience and external public audiences at an annually recurring cost of approximately \$ [REDACTED]

Audit: We have budgeted [REDACTED] annually for the cost of conducting an audit through an outside firm.

Contractual

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 1	Year 2	Year 3	Year 4	Year 5
	Unit Cost	# of units	# of units	# of units	# of units	# of units	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost
NIET Development Meetings	NIET	# Days	# Days	# Days	# Days	# Days					
								-	-	-	-
Startup Workshop Training (due to large number of initial participants, requires 2 trainers in Year 1 only)	NIET	# Days/ 2 Trainers	# Days/ 1 Trainer	# Days/ 1 Trainer	# Days/ 1 Trainer	# Days/ 1 Trainer					
NIET Technical Assistance on site visits	NIET	# Days	# Days	# Days	# Days	# Days					
Computer-based diagnostic	Per Student (Grades K-1)	# Students (Grades K-1)	# Students (Grades K-1)	# Students (Grades K-1)	# Students (Grades K-1)	# Students (Grades K-1)					
Computer-based diagnostic testing (882 students K-1 @	Per Student (Grades 2-3, 9-11)	# Students (Grades 2-3, 9-11)	# Students (Grades 2-3, 9-11)	# Students (Grades 2-3, 9-11)	# Students (Grades 2-3, 9-11)	# Students (Grades 2-3, 9-11)					
360 degree Principal Observational Tool	Per Administrator	# Administrators	# Administrators	# Administrators	# Administrators	# Administrators					
Annual access to TAP Training Portal	Per School	# Schools	# Schools	# Schools	# Schools	# Schools					
NIET School Review Process	Per School	# Schools	# Schools	# Schools	# Schools	# Schools					
Comprehensive Online Data Entry	School Fee	# of Schools	# of Schools	# of Schools	# of Schools	# of Schools					
Grant Evaluation											
Communications											
Audit											
Total Contractual											

Other

Startup Workshops Participation Fee: Members of the school leadership team are required to undergo intensive TAP CORE trainings on the essential elements of TAP implementation. All TAP leadership team members will attend these sessions. In Y 1 of the grant, we have budgeted [REDACTED] for 180 first year participants. In Y 2-5, we anticipate only a few new mentor teachers, master teachers and administrators who will need the CORE training, and have allocated [REDACTED] for 30 participants in Y 2-5. The participation fee per attendee is [REDACTED], which is assessed as a licensing and materials fee for the eight days of trainings.

TAP Summer Institute (TSI): The TAP Summer Institute is an annual training session targeted to the members of school leadership teams (administrators, master teachers and mentor teachers). The TSI will help provide the leadership team members in Knox County with advanced training on TAP implementation for clusters, leadership team meetings, the instructional rubrics, and other TAP processes. The registration fee for the TSI is [REDACTED] person or [REDACTED]0 recurring annually. We have budgeted for 180 attendees from the schools under this grant each year.

National TAP Conference and Training: The National TAP Conference is an annual conference that is an opportunity for master and mentor teachers, along with the building and district level administrators to receive role specific training and network with those in similar positions around the nation. KCS proposes to send 60 teachers, 13 administrators, and 5 district level administrators to the National TAP Conference and Training. The 2010 National TAP Conference was held in Washington DC, and the 2011 Conference is scheduled for Los Angeles, CA. Future locations have not been announced. The cost per attendee covers training materials

and cost of most meals. The registration fee for 2011 will be [REDACTED] a person, for an annual cost of

[REDACTED]

Other (Registration Fees)

		Y 1	Y 2	Y 3	Y 4	Y 5	Y 1	Y 2	Y 3	Y 4	Y 5
	Unit Cost	# of units	# of units	# of units	# of units	# of units	Total Cost	Total Cost	Total Cost	Total Cost	Total Cost
Startup Workshops Participation Fee	Per Attendee	# Attendees	# Attendees	# Attendees	# Attendees	# Attendees					
TAP Summer Institute	Per Attendee	# Attendees	# Attendees	# Attendees	# Attendees	# Attendees					
National TAP Conference and Training	Per Attendee	# Attendees	# Attendees	# Attendees	# Attendees	# Attendees					
Other Total											

Total Direct Costs

Direct Costs					
	Y1	Y2	Y3	Y4	Y5
Direct Costs					

Indirect Costs

Our funding for indirect costs of direct expenses (excluding contractual) are as follows based on NIET's federally approved Indirect Cost Rate

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Indirect Costs					
	Y1	Y2	Y3	Y4	Y5
	\$				

Financial Sustainability

As required by the grant, KCS will assume an increasing share of costs of the performance bonuses and teacher recruitment and retention bonuses, along with associated fringe. For the performance based awards and recruitment and retention bonuses, the district will match 10% in Y 2, with an increasing share of 5% each following year. In the final year of the grant, the district will assume 40% of the cost. The district will also provide an in-kind contribution of 17 Master Teacher FTE's plus fringe totaling

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 over Y 2-5.

KCS Cost Sharing					
	Year 1	Year 2	Year 3	Year 4	Year 5
PERSONNEL					
Teacher Performance Bonuses	-				
Administrator Performance Bonuses	-	\$			
Teacher recruitment and retention	-				
Subtotal		\$			
FRINGE					
Teacher Performance Bonus Fringe	-				
Administrator Performance Bonus Fringe	-	\$			
Teacher Recruitment and Retention Bonus Fringe	-				
Subtotal	-	\$			
Total Cost Sharing					

Total Project Cost

	Y1	Y2	Y3	Y4	Y5
TIF Project Request					
KCS Cost Sharing					
KCS In-Kind Contribution					
TOTAL PROJECT COST					